ASSISTING WITH PHONEMIC AWARENESS AND PHONICS IN THE CLASSROOM

Assisting with Phonemic Awareness and Phonics in the Classroom

Academy Introduction

The purpose of this Academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of phonemic awareness and phonics. After attending this academy the paraeducator will be able to apply multiple and specific techniques to assist diverse populations, including students in special education, Title 1 and general education, English language learners, and others.

Module A
Instructor's Guide

Assisting with Phonics and Phonemic Awareness in the Classroom

Module A: Historic Perspectives, Research and Assessments

A. Energizer: Introductions

Provide introductions of yourself and class members as appropriate. Provide an energizer activity of your choice that will give class members an opportunity to get to know each other and set the stage for an interactive, environmentally comfortable class.

Note to Instructor: At the outset of the class, encourage all participants to begin using a binder to organize handouts and notes. This may include providing a 3-hole punch for use during class or printing handouts on 3-hole paper. Be prepared to occasionally review the development of participants' binders. Consistently remind attendees that they will probably not be able to remember everything that they are exposed to during the class but that if the information is saved in an organized binder, they will be able to easily access it for further reference when needed. *If this class is offered for credit, explain to participants that they will be taking an assessment at the end of the class. The assessment will be an open-book test.* The more organized and accessible their notebooks are, and the better notes they take, the greater the likelihood that they will do well on the test. Share the grading rubric to apprise the participants about other requirements that must be met in order to receive a grade.

B. Lecture: Academy Goals

Using the **Assisting with Phonemic Awareness and Phonics in the Classroom** handout and transparency **(H1/T1)**, review the goals of the Academy:

Module A: Historic Perspectives and Research
The paraeducator will:
1. describe the most relevant research outcomes leading to current instructional practices
2. identify the key stages in the history of phonics and phonemic awareness, including a national perspective

Module B: Phonemic Awareness: Laying the Foundation for Good Reading Skills
The paraeducator will:
1. define and describe the term "phonemic awareness"
2. demonstrate use of a developmental scope and sequence of phonological awareness to support instruction
3. describe the direct and systematic teaching of phonemic awareness

Module C: Phonics and Alphabetic Understanding
The paraeducator will:
1. explain the importance of decoding skills
2. summarize what is meant by "alphabetic code" and "sound-symbol relationships"
3. apply learning regarding decoding skills
4. examine use of a scope and sequence in phonics instruction

C. Lecture: A Survey of Knowledge

Discuss the **Survey of Knowledge** handout **(H2)** with the class prior to handing it out. Explain that the purpose of the survey is to use this reflective tool to clarify their learning over the course of the class. It gives them an opportunity at the outset to think about what they already know, think, or believe about assisting students with phonics and phonemic awareness and then to compare that information with their learning at the end of the class. Point out that at the end of the Academy you will return the survey to them so they can fill out the second half. Explain that you believe that they will be able to record new learning about concepts and methods as well as clarification of previous knowledge, thoughts, or beliefs.

After this discussion, use **Survey of Knowledge** handout and transparency **(H2/T2)**. Review its use and allow time for the class to fill out the current status: "What I know." Collect the surveys after participants have filled them out. Keep them for the last activity prior to the assessment at the end of Module C. This activity could take 20-30 minutes, depending upon the group. Adjust your schedule to account for variations in time.

What Do You Currently Know, Think, or Believe About:
1. Phonemic Awareness
2. Phonemes
3. Phonics
4. The Alphabetic Principle

C.1 Activity: Discussion of Survey of Knowledge

The class will share, discuss, and compare their responses to the survey.

C.1.1 Steps

- After the class has completed and turned in the survey, divide attendees into several small groups.
- Direct the groups to designate a note-taker and to discuss and list their responses to the survey.
- Encourage them to be comfortable with the response "I didn't know anything or much about that at all." Keep in mind that this may be the first class or information-sharing opportunity that some paraeducators have had regarding this subject area.

- After they have met and recorded their responses in a small-group setting, have attendees reconvene into a large group.
- Use the **Survey of Knowledge** transparency **(T2)** to record the responses of the entire class. Ask note-takers to represent the responses of the members of their group.
- Briefly discuss the responses, looking at differences and similarities of beliefs, knowledge, and thinking about the subject. Ask participants to respond to the question: **"Would these differences have an influence on the support that we could give to individual students in classrooms?"** As the instructor for this course, guide the reflection about this question to the thought that we need to have a common base of knowledge and skill if we are going to adequately support students who need the assistance of a paraeducator.
- Keep in mind that many of the recorded responses may not be accurate. Point out that some of the responses are inaccurate and use this information for clarification as the discussion progresses. When the correct information is introduced, remind the class that an inaccurate belief was recorded and provide opportunities to compare the new learning with the previously held belief.
- Keep this transparency until the end of the class when you will use it a second time for the same type of activity while looking at new learning.

Goal 1: Describe the most relevant research outcomes leading to current instructional practices.

1.1 Introductory Lecture: Creating a Focus

Participants will listen to information introducing them to the areas of the Academy focus.

Point out that you are going to be studying the reading process. Use **The Work of the Brain** transparency **(T3)**. We are asking ourselves "what is at work in the brain that enables students to master the complex knowledge and connections necessary to learn to read?"

The Work of the Brain

"What is at work in the brain that enables students to master the complex knowledge and connections necessary to read?"

A lot of recent research has helped us understand this important and life-changing skill that children must learn if they are to succeed in society today. Different parts of the brain must work together as children begin to put information about language, sounds, and letters together to break the written code of their language. Some of the aspects of the brain that are involved in reading include:

- Seeing
- Hearing
- Thinking
- Memory
- Speech

We use different parts of the brain in an integrated process as we become proficient readers. Learning to read is closely tied to oral language skills. So, if students have weak oral language skills, have not had a lot of practice with conversation at home, have limited vocabulary, etc., these weaknesses will impact their ability to read the language in its written form. Understanding that there is a close relationship between oral and written language is key to understanding the reading process and helping assist with interventions for students who are struggling readers.

1.2 Lecture: What Does Research Say About Beginning Reading and Phonemic Awareness?

Paraeducators will examine some of the research defining the important relationship between beginning reading and phonemic awareness.

Begin this lecture by explaining that The National Institute of Child Health and Human Development (NICHD) has been directing research in the reading process for over 35 years. It is natural to ask, "why would the NICHD conduct research about reading instruction?" The name sounds as if the institute would be involved with medical issues, not reading and literacy issues. The answer is: "the inability to read is seen as a public health problem." Why is that? Using **Public Health Issues and Reading** transparency **(T4)**, review the following list of public health issues related to the inability to read.

Public Health Issues and Reading

- 74% of the prison population is functionally illiterate. A person is more likely to end up in jail if he or she cannot read. Functional illiteracy is considered not being able to read well enough to fill out a job application, read the newspaper, etc. It is basically considered as being unable to read beyond the fourth-grade level.
- Girls have a higher risk of teenage pregnancy if they cannot read.
- People have a greater risk of drug and alcohol abuse if they cannot read.

Research has been conducted by the NICHD that supports findings that literacy is a complex issue and that has further informed our understanding of how to best become a nation of literate learners.

Continue by discussing that the NICHD centered research on three questions. Use **Three Critical Questions** transparency **(T5)**.

Three Critical Questions

1. How do people learn to read?
2. What interferes when people have difficulty learning to read?
3. Which instructional approaches work best for which people?

After reading the questions, ask attendees if these questions "pretty well sum up what we all want to know when helping students learn how to read?"

Some important facts for participants to understand about the way the research was conducted include:
- The NICHD research was conducted using more good readers than poor readers. The researchers were looking for what was different between good and poor readers.
- The research involved sites across the country that took different approaches to reading instruction. Some primarily used a phonics approach, some used whole language without phonics, some used whole language with phonics, and some used a combination of systematic phonics, literature, and small-group instruction in phonemic awareness.
- Conclusions drawn from the research were based on results that were replicated many times and could therefore be relied upon to help guide instructional decisions for literacy instruction.

Use **Research on Phonemic Awareness** handout and transparency **(H3/T6)** to support this lecture.

Some important conclusions from research on phonemic awareness:
- The ability to hear and manipulate phonemes plays a role in acquisition of beginning reading skills.
- The primary difference between good and poor readers lies in processing ability.
- Instruction and practice in phonological awareness skills leads to increases in actual phonological processing skills and the acquisition of reading skills.
- Phonemic awareness is an oral language skill. It is taught using oral language.
- Phonemic awareness instruction is most effective when students learn that letters are used to represent phonemes in print.
- Phonemic awareness instruction improves students' understanding of how the words of spoken language are represented in print.
- Phonemic awareness instruction helps beginning readers and writers become better spellers.

Goal 2. Identify the key stages in the history of phonics and phonemic awareness.

2.1 Lecture: Perspectives on Reading in the United States

Use **Historical Perspectives of Reading in the United States** handout and transparency **(H4/T7)**. Review the following information.

Historical Perspectives of Reading in the United States

1700s: Reading instruction was phonics-based
- Most people were not taught to read. People who were taught were often trained in Latin. Latin is typically taught phonetically.
- In most parts of the country, it was only the rich who learned to read.
- The Bible was used as a "reader" for practicing reading.

1800s: Reading instruction was based in phonics and controlled vocabulary
- The Industrial Revolution and the influence of the European Age of Enlightenment brought with it the concept of education for the masses. Initially, American leaders who proposed the idea of public education also indicated that it should be for white children and only for a few years. Publicly supported education beyond those few years was recommended only for those who showed particular skills and who were male. Anyone else desiring further education was expected to privately fund their own efforts.
- McGuffy Readers were introduced with decodable words and a body of sight words to be memorized. Use **Decodable Words and/or Text** transparency **(T8)** and refer to **Definition of Terms** handout **(H5)**. Define and describe decodable words and/or text.

Decodable Words and/or Text
Text or words that can be sounded out
Some key points:
- ✓ Words or text that can be sounded out using direct correspondence between letters and speech sounds.
- ✓ These words or text can be sounded out based upon what the student has been directly taught.
- ✓ 100% decodable text contains only those speech sounds-letter correspondence that a student has previously been taught.

Examples of decodable words:

am	and	add	album
batman	bedbug	bond	cancan
clef	complex	disband	dot
expect	facts	gimmick	held
inject	it	Latin	mascot

Use **Sight Words** transparency **(T9)** and refer to **Definition of Terms** handout **(H5)**. Define and describe sight words.

Sight Words

Sight words are words that good readers instantly recognize without having to "figure them out."

Some key points:
- ✓ They are called "sight words" because we would like students to know these words "on sight" that is, to have recall of the word immediately upon seeing it.
- ✓ The more sight words a student has available for immediate recall, the more likely he or she is to understand the meaning of an entire portion of what has been read as soon as it has been read (i.e., the reader does not have to take time to figure out new words, increasing the likelihood of losing the meaning or context of the passage or sentence while doing so). In other words, sight words increase reading speed and fluency.
- ✓ The ability to read sight words is an essential skill because many words do not sound the way they are spelled; that is, they are not "decodable" as defined above, so sounding them out would be unproductive.
- ✓ Sight words are also called "high-frequency words." This means that they are the words that are used most frequently. There are many different lists of such words. A common list used by teachers to quickly screen a student's sight word vocabulary is the Dolch Word List.

Examples of sight words from the Dolch Word List:

Preprimer	Primer	First	Second	Third
a	all	after	always	about
blue	black	by	been	better
for	came	fly	first	grow
it	new	just	does	full
play	please	over	right	laugh
up	soon	thank	use	own
you	there	were	would	together

The McGuffy Reader was to the nineteenth-century child what the New England Primer was to the eighteenth-century child or Scott Forsman (a commonly used reading series) is to the twenty-first-century student. It reflected the moral spirit of the age. It was thought to teach promptness, goodness, kindness, honesty, truthfulness, reverence, and piety. Each reader consisted of 85 lessons in reading and spelling and 16 pictures on its 66 pages. "Twinkle, Twinkle Little Star" gained its popularity through McGuffy, as did "Mary Had a Little Lamb." McGuffy Readers were printed for the first through sixth grades, from 1836 through 1895.

Return to **Historical Perspectives of Reading in the United States** transparency **(T7)**.

1900s: Reading instruction was based in the "see and say method"
- This method refers to whole word learning or a sight word approach to reading. Teaching may include use of a word list like the Dolch Word List and then provide books that contain only those words. A body of sight words was introduced through stories like "Dick and Jane." These words were memorized.
- Phonics was de-emphasized.

1980s: Reading instruction was based in a "whole language" approach
- The emphasis was placed on immersion in literature. In their book *Straight Talk about Reading,* Hall and Moats, (1998) say that "the term "whole language" means to teach reading without breaking language down into its parts. Whole language methods presume that children will read naturally, through exposure to literature, with minimal and incidental instruction in the component skills of reading, such as knowing the sounds in words and how to spell them. Whole language replaced teaching that emphasized direct instruction in word analysis and the skill of sounding words out.
- A "meaning emphasis" approach predominated. In whole language teaching, a child is instructed to look at the pictures in a children's book and to use the context or meaning to guess at unknown words; the emphasis is on guessing at words from the overall story rather than deciphering each word by "sounding it out." Another way to understand this approach is to make the analogy that students were expected to be like paper towels, that they would "absorb" the skills as a result of exposure to the opportunity.
- Phonics was embedded within instruction in patterned texts for beginning readers.
- Patterned texts are texts that use the same sentence structure repeatedly so that students can begin to guess at the word. They often supply a picture for new words. For example: I like balls. I like dogs. I like cats. I like cookies …

1995 to the present: Reading instruction influenced by the findings of NICHD-SBRR
- SBRR = Scientific-based reading research, used to determine best practices for teaching reading.
- Emphasis on the five essential components of reading:
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Decodable text used for beginning readers
- Phonics taught sequentially and systematically, through direct instruction

Use **The National Perspective** handout **(H6)**. The National Reading Panel and other researchers provide the following information and perspective about phonological processing.

- About 20% of people have a weakness in phonological processing. (The National Reading Panel)
- About 75% of children identified with reading delays in the third grade are still delayed in ninth grade. (Shaywitz et al., 1992 as cited by The National Reading Panel; Francis et al., 1996)
- If a student is a poor reader in first grade, there is approximately an 88% probability that he will remain a poor reader in fourth grade. (Juel, 1988)
- About 74% of the prison population is functionally illiterate.
- There is approximately a 1:1 relationship between girls and boys with reading difficulties, but we staff children into programs for reading disabilities at the ratio of 1:4.
- Students in the bottom 25% of the reading continuum have a trajectory of progress that diverges early from that of their peers who have learned to read successfully.

Module A
Handouts

Assisting with Phonemic Awareness and Phonics
in the Classroom

Module A: Historic Perspectives and Research

The paraeducator will:

1. Describe the most relevant research outcomes leading to current instructional practices
2. Identify the key stages in the history of phonics and phonemic awareness, including a national perspective

Module B: Laying the Foundation for Good Reading Skills

The paraeducator will:

1. Define and describe the term "phonemic awareness"
2. Demonstrate use of a developmental scope and sequence of phonological awareness to support instruction

Module C: Phonics and Alphabetic Understanding

The paraeducator will:

1. Describe the direct and systematic teaching of phonics skills
2. Explain what is meant by "alphabetic code"
3. Apply learning regarding decoding skills
4. Examine use of a scope and sequence in phonics instruction

Survey of Knowledge

Please briefly record your current knowledge, thoughts, or beliefs about the following:

What I Know   What I Have Learned

1. Phonemic Awareness

2. Phonemes

3. Phonics

4. The Alphabetic Principle

Research on Phonemic Awareness

Some important conclusions from research on phonemic awareness:

- The ability to hear and manipulate phonemes plays a role in acquisition of beginning reading skills.

- Considerable evidence suggests that the primary difference between good readers and poor readers lies in their processing ability.

- Instruction and practice in phonological awareness skills leads to increases in actual phonological processing skills and the acquisition of reading skills.

- Phonemic awareness is an oral language skill. It is taught using oral language.

- Phonemic awareness instruction is most effective when students learn that letters are used to represent phonemes in print.

- Phonemic awareness instruction improves students' understanding of how the words of spoken language are represented in print.

- Phonemic awareness instruction helps beginning readers and writers become better spellers.

Historical Perspectives of Reading in the United States

1700s: Reading instruction was phonics-based
- Most people were not taught to read.
- People who were taught were trained in Latin, and that language is taught phonetically.
- Primarily it was the rich who learned to read.
- The Bible was used as a "reader" for practicing.

1800s: Reading instruction was based in phonics and controlled vocabulary:
- The Industrial Revolution brought the concept of education for the masses.
- McGuffy Readers were introduced, with decodable words and a body of sight words to be memorized.

1900s: Reading instruction was based in the "see and say method"
- A body of "sight words" was introduced through reading series such as the "Dick and Jane" books. These words were memorized.
- Phonics was de-emphasized.

1980s: Reading instruction was based in a "whole language" approach
- The emphasis was on immersion in literature.
- Phonics was embedded.

1995 to the present: Reading instruction influenced by the findings of NICHD (National Institute of Child Health and Human Development)-SBRR
- SBRR = Scientific-based reading research, used to determine best practices for teaching reading.
- Emphasis on the five essential components of reading:
  1. Phonemic awareness
  2. Phonics
  3. Fluency
  4. Vocabulary
  5. Comprehension
- Decodable text was used for beginning readers
- Phonics was taught sequentially and systematically, through direct instruction

Definition of Terms

Alphabetic Awareness: Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

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Alphabetic Code: The letter-sound relationships within our alphabetic language. It is what phonics (the system of rules) is based upon.

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Alphabetic Principle: The relationship between sounds and letters within a language.

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Alphabetic Understanding: Understanding that the left-to-right spellings of printed words represent their phonemes from first to last.

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Automaticity: Decoding that is rapid, accurate and without effort. It is developed through extensive practice in decoding words.

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Connected Text: Words put together into phrases and sentences that have meaning. Through connected text, students develop the concept that reading is not just identifying words in isolation but that print can have purpose and meaning.

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Continuous Sound: A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).

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Core Deficit: Deficits in phonological processing and awareness – deficits in the most important aspects of learning reading skills. Most students who have a core deficit are not able to:
- segment
- blend, or
- manipulate phonemes

Students with a core deficit are seen as having difficulty with:
- learning rhymes
- "hearing" sounds properly
- segmenting words into syllables and/or individual sound units (phonemes)
- manipulating phonemes
- recognizing words with common phonemes

Core Deficit: (cont.)

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Decodable Words and/or Text: Text or words that can be sounded out, text in which the majority of words can be identified using their most common sounds. Reading materials in which a high percentage of words are linked to phonics lessons using letter-sound correspondences children have been taught. Decodable text is an intermediate step between reading words in isolation and authentic literature. These texts are used to help students focus their attention on the sound-symbol relationships they are learning. Effective decodable texts contain some sight words that allow for the development of more interesting stories.

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Decoding: The process of changing printed words into spoken words. This generally occurs when the reader maps a sound onto each letter or spelling pattern in the words. It can also occur when the reader applies sight-word recognition, structural analysis, and context clues. (*Teaching Phonics and Word Study in the Intermediate Grades, a Complete Sourcebook, Wiley Blevins, 2001*)

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Functional Illiteracy: Failure to read well enough to fill out a job application, read the newspaper, etc. It is basically considered as being unable to read beyond the fourth-grade level.

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Grapheme: The written representation of a sound. A grapheme can be single letters as in the letter *d* for the /d/ sound. It can also be several or multiple letters as in the letters *th* for the /th/ sound.

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High-Frequency Words: Sight words are also called "high-frequency words." This means that they are the words that are used most frequently in daily language. There are many different lists of these words. An example of a common list used by teachers to quickly screen a student's sight word vocabulary is the Dolch Word List.

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Irregular Word: A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word.

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Letter Combination: A group of consecutive letters that represents particular sound(s) in the majority of words in which it appears.

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Letter-Sound Correspondences: Letter-sound correspondences are also referred to as the "sound-spelling relationship." It is the relationship between the phoneme (the individual sound) and the grapheme (the letter or spelling representing the sound) that represents it in writing. Some of these relationships are predictable. That is, they have reliable or dependable spellings – they are spelled exactly as they sound. Other relationships are not dependable or predictable, such as the spelling of the /f/ sound, sometimes represented as an *f* or sometimes represented as a *ph*.

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Most Common Sound: The sound a letter most frequently makes in a short, one-syllable word (e.g., *red, blast*).

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Nonsense or Pseudoword: A word in which the letters make their most common sounds but that has no commonly recognized meaning (e.g., *tist, lof*).

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Onset and Rime: Parts of spoken language that are smaller than syllables but larger than phonemes. An **onset** is the initial consonant(s) sound of a syllable (the onset of *bag* is /b/; of *swim,* /sw/-). Since not all words begin with consonants, not all words have onsets. The **rime** is the part of the syllable that contains the vowel and all that follows it (the rime of *bag* is /ag/; of *swim*, /im/).

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Orthography: A system of symbols for spelling.

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Patterned Text: Texts that use the same sentence structure repeatedly, providing a high level of pre-dictability within a context so that a student can "guess" at what the next word or words will be. An example of a patterned text is the book *Brown Bear, Brown Bear.*

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Phoneme: A speech sound. It is the smallest unit of language

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Phonemic Awareness: The ability to notice, hear, think about, and manipulate (work with) the sounds in spoken words. It is the understanding that spoken words and syllables are made up of sequences of speech sounds. Phonemic awareness involves hearing language or being aware of how sounds in words work at the phoneme level.

The most important aspects of phonemic awareness that are related to reading and spelling are the abilities to segment, blend, and manipulate phonemes within words.

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Phonics: A system of rules established to transfer our oral language to print. The transfer of oral language to print is also referred to as "mapping to print." Phonics is related to phonemic awareness because phonemic awareness deals with the sounds of our language as it is spoken. As we map our language to print, we find that each sound relates directly to a letter or group of letters. An understanding of phonics is important for reading and spelling.

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Phonological Awareness: The ability to hear and manipulate the sound structure of language. This is an all-encompassing term that involves hearing language at the word, syllable, and phoneme level.

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Phonological Processing: The ability to perceive, remember, interpret and produce the speech sound system of a language.

The phonological processing system is responsible for:
- Identifying and distinguishing between phonemes.
- Remembering the words in a phrase or the sounds in a word.
- Comparing words that sound similar such as *conversation* and *conservation*.
- Retrieving specific words from the mental dictionary (lexicon) and producing speech sounds.
- Holding the sounds of a word in memory so the word can be correctly written.

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Regular Word: A word in which all the letters represent their most common sound.

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Sight Words: Words that good readers instantly recognize without having to "figure them out."

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Sight Word Reading: The process of reading words at a regular rate without vocalizing the individual sounds in a word (i.e., reading words the fast way).

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Sounding Out: The process of saying each sound that represents a letter in a word without stopping between sounds.

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Stop Sound: A sound that cannot be prolonged (stretched out) without distortion. A short, plosive sound (e.g., p, t, k).

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The National Perspective

- About 20% of people have a weakness in phonological processing. (The National Reading Panel)

- About 75% of children identified with reading delays in the third grade are still delayed in the ninth grade. (Shaywitz et al., 1992, as cited by The National Reading Panel; Francis et al., 1996)

- If a student is a poor reader in first grade, there is approximately an 88% probability that he will remain a poor reader in the fourth grade. (Juel, 1988)

- About 74% of the prison population is functionally illiterate.

- There is approximately a 1:1 relationship between girls and boys with reading difficulties, but we staff children into programs for reading disabilities at the ratio of 1:4.

- Students in the bottom 25% of the reading continuum have a trajectory of progress that diverges early from their peers who have learned to read successfully.

Module A
Transparencies

Assisting with Phonemic Awareness and Phonics in the Classroom

Module A: Historical Perspectives and Research
The paraeducator will:
1. describe the most relevant research outcomes leading to current instructional practices
2. identify the key stages in the history of phonics and phonemic awareness, including a national perspective

Module B: Laying the Foundation for Good Reading Skills
The paraeducator will:
1. define and describe the term "phonemic awareness"
2. demonstrate use of a developmental scope and sequence of phonological awareness to support instruction

Module C: Phonics and Alphabetic Understanding
The paraeducator will:
1. describe the direct and systematic teaching of phonics skills
2. explain what is meant by "alphabetic code"
3. apply learning regarding decoding skills
4. examine the use of a scope and sequence in phonics instruction

Survey of Knowledge

What do you currently know, think, or believe about:

1. Phonemic Awareness

2. Phonemes

3. Phonics

4. The Alphabetic Principle

The Work of the Brain

We are asking ourselves:

What is at work in the brain that enables students to master the complex knowledge and connections necessary to learn to read?

Public Health Issues and Reading

- 74% of the prison population is functionally illiterate.

- A person is more likely to end up in jail if he or she cannot read.

- Girls have a higher risk of teenage pregnancy if they cannot read.

- People have a greater risk of drug and alcohol abuse if they cannot read.

Three Critical Questions

1. How do people learn to read?

2. What interferes when people have difficulty learning to read?

3. Which instructional approaches work best for which people?

Research on Phonemic Awareness

Important Conclusions:

- hearing and manipulating phonemes helps acquisition of beginning reading skills

- the primary difference between good and poor readers is processing ability

- instruction and practice in phonological awareness skills increases phonological processing and acquisition of reading skills

- phonemic awareness is an oral language skill

- phonemic awareness instruction is most effective when students learn that letters are used to represent phonemes in print

- phonemic awareness instruction improves students' understanding of how the words of spoken language are represented in print

- phonemic awareness instruction helps make better spellers

Historical Perspectives of Reading in the United States

- 1700s: Reading instruction was phonics-based

- 1800s: Reading instruction was based in phonics and controlled vocabulary

- 1900s: Reading instruction was based in the "see and say method"

- 1980s: Reading instruction was based in a "whole language" approach

- 1995 to the present: Reading instruction influenced by the findings of NICHD-SBRR

Decodable Words and/or Text

Text or words that can be sounded out

Examples of decodable words:

am	and	add	album
batman	bedbug	bond	cancan
clef	complex	disband	dot
expect	facts	gimmick	held
inject	it	Latin	mascot

Sight Words

Sight words are words that good readers instantly recognize without having to "figure them out."

Examples:

Preprimer	Primer	First	Second	Third
a	all	after	always	about
blue	black	by	been	better
for	came	fly	first	grow
it	new	just	does	full
play	please	over	right	laugh
up	soon	thank	use	own
you	there	were	would	together

Module B
Instructor's Guide

Module B: Phonemic Awareness:
Laying the Foundation for Good Reading Skills

A. Lecture: Module Introduction
Use **Module Goals** transparency and handout **(T1/H1)** to review the goals of the module.

Module B:
The paraeducator will:
1. define and describe the term "phonemic awareness"
2. demonstrate use of a developmental scope and sequence of phonological awareness to support instruction

This Academy focuses on two aspects of reading. In this module we will be dealing with the first aspect, phonemic awareness. It is related to the auditory processor of the brain and has to do with the brain's ability to hear and understand the speech sounds of the spoken language.

The second component of reading that we will be learning about is called "phonics." It will be covered in Module C. Phonics is the system by which our speech sounds are "mapped" from the sound we translate with our brain to the print we put on a page of paper to create written language.

Goal 1: Define and describe the term "phonemic awareness."

1.1 Lecture: What Is Phonemic Awareness?

Paraeducators will define and examine the term "phoneme."

Use **An Important Relationship** transparency **(T2)**.

An Important Relationship

> "One of the most compelling and well-established findings in the research of beginning reading is the important relationship between phonemic awareness and reading acquisition."

Read and discuss the quotation and then point out that phonemic awareness could also be said to mean "awareness of phonemes." This thought leads to the question: "What is a phoneme?" If beginning reading skills are directly related to the awareness of phonemes, paraeducators should be very clear about what a phoneme is.

Use **Phoneme** transparency **(T3)** and **Definition of Terms** handout **(H5)** introduced in Module A.

Phoneme

"A phoneme is a speech sound. It is the smallest unit of language."

Instruct attendees to keep the handout of definitions for reference throughout the class. Encourage them to include definitions for other terms that they encounter.

1.2 Activity: What Is a Phoneme?

Paraeducators participate in an activity that defines the meaning of the word "phoneme."

1.2.1 Steps

- Use **What Is a Phoneme?** handout **(H2)**
- Divide class into small groups, giving each class member a copy of the handout.
- Provide each class member 10 pennies.
- Using the handout and considering one word at a time, instruct attendees to place the pennies under the words in the handout. Place one penny per sound. If more than one letter comprises a phoneme, there should be only one penny under that combination of letters.
- The small groups should proceed with one word at a time, discussing which sounds they hear.
- After the groups have completed the activity use **What Is a Phoneme?** transparency **(T4)**. Use the answer key provided to discuss and segment the words, looking for discrete sounds.

Key:

1.   /**m**/   /**a**/   /**p**/

2.   /**sh**/   /**i**/   /**p**/

3.   /**b**/   /**r**/   /**o**/   /**ke**/

4.   /**c**/   /**o**/   /**m**/   /**p**/   /**a**/   /**ss**/

5.   /**p**/   /**ea**/   /**ce**/

1.3 Lecture: Defining Phonemic Awareness

Use **Defining Phonemic Awareness** transparency **(T5)** and refer participants to their **Definition of Terms** handout from Module A **(H5)**.

Phonemic Awareness is the ability to:
- notice
- hear
- think about
- manipulate (work with) the sounds in spoken words
- hear language at the phoneme level or be aware of how the sounds in words work

It is:
- the understanding that spoken words and syllables are made up of sequences of speech sounds

The most important aspects related to reading and spelling are the abilities to:
- segment,
- blend, and
- manipulate phonemes within words

Another way to define phonemic awareness is to say that the learner has the ability to hear and manipulate the sounds in spoken words. It is the understanding that spoken words and syllables are made up of sequences of speech sounds. The learner may have deficits in phonological processing, or the ability to hear and interact with the individual sounds of language. Phonemic awareness involves hearing language at the phoneme level.

The most important aspects of phonemic awareness that are related to reading and spelling are the abilities to segment, blend, and manipulate phonemes within words. Many students who have learning disabilities or difficulties related to reading are said to have a **"Core Deficit."** This means that their particular problem with learning to read lies with the most important aspects of learning the skill; most of these students are not able to: segment, blend, or manipulate phonemes.

These students do not seem to be aware of the sound structure of language. Use **Core Deficit** transparency **(T6)** and refer to the **Definition of Terms** handout.

Core Deficit

A core deficit is a deficit in phonological processing and awareness and refers to deficits in the **most important aspects** of learning reading skills. Students with a core deficit, a deficit in phonological processing and awareness, are seen as having difficulty with:
- learning rhymes
- awareness of individual sounds
- segmenting words into syllables and/or individual sound units (phonemes)
- manipulating phonemes
- recognizing words with common phonemes

1.4 Lecture: Phonological Awareness

Participants will learn about the term "phonological awareness."

During this lecture participants have heard the term "phonological awareness" being defined and described. It is critical that attendees understand that the terms "phonological awareness" and "phonemic awareness" are not interchangeable or synonymous. *Phonological awareness* is the umbrella covering all of the phonological processing skills that are foundational to good reading skills. They include skills such as being able to listen to a sentence and determine how many words were used, recognize rhymes, etc. *Phonemic awareness* refers to skills that are at the phoneme level, such as segmenting, blending, and manipulating sounds. The confusing part for many teachers and paraeducators is that most phonological skills require phonemic awareness. For instance, in order to rhyme words the student must be able to segment off the first sound and/or change the vowel and/or ending sound and then recode the whole word.

Use **How Students Can Demonstrate They Have Phonological Awareness** handout and transparency **(H3/T7)**. The writers for the Put Reading First Initiative say that students can indicate phonological awareness in several ways.

Several of the ways that students can demonstrate phonological awareness include:
- identifying and making oral rhymes;
    "The pig has a (wig)."
    "Pat the (cat)."
    "The sun is (fun)".
- identifying and working with syllables in spoken words;
    "I can clap the parts in my name: An-drew."
- identifying and working with onsets and rimes in spoken syllables or one-syllable words;
    "The first part of *sip* is /s/."
    "The last part of *win* is /in/."
- identifying and working with individual phonemes in spoken words;
    "The first *sound* in *sun* is /s/."

At this point the term *onset* **and** *rime* has not been used extensively and needs to be reviewed. Remind participants to use their definitions handout. Allow time to give additional examples of the term so attendees are more familiar with it prior to completing later activities.

Onsets and rimes are parts of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable (the onset of *bag* is /b/; of *swim*, /sw/). Since not all words begin with consonants, not all words have onsets. The rime is the part of the syllable that contains the vowel and all that follows it (the rime of *bag* is /ag/; of *swim,* /im/).

Remind class members that they participated in activities regarding identifying and working with individual phonemes in spoken words earlier in the Academy. The next activities will provide practice working with oral rhymes, syllables, and onset and rimes.

1.5 Activity: How Is Your Phonological Awareness?

Participants use activities to practice concepts of phonological awareness that can be used with participants when they return to the workplace.

1.5.1 Steps

- Set up three learning centers around the room. The centers will be: *Oral Rhymes*, *Identifying and Blending Syllables*, and *Onset and Rimes*.
- Divide the class into three groups.
- Send one group to each center with the following instructions:
    - ✓ There will be three activities at each center.
    - ✓ Class members will have to take turns leading the activities so that each person will hopefully get the opportunity to lead at least one activity before completing all three centers.
    - ✓ Class members not leading the activity are to respond as "demonstration students."
    - ✓ The leader for each activity should be given a few minutes to read the instructions for the activity and then proceed with the activity just as they would if working with a group of school-age students.
    - ✓ The activities are primarily geared for elementary-aged students.
- Allow adequate time for each group to complete the activities assigned to each center.
- Use the directions in the **How Is Your Phonological Awareness?** handout **(H4)** as appropriate per center. Provide any needed materials for use at each center.
- At the completion of all centers, regroup the class for follow-up discussion.

Center 1: Oral Rhymes

Activity 1: *A Rhyming Game*
Directions:
1. Tell the students to stand up.
2. Inform the students that they will be playing a rhyming game. They will have to listen for words that sound alike at the end. Explain that you will be saying two words and that they will have to listen to the words and decide whether they rhyme or not. If the words rhyme, participants should say "teacher creature." If the words do not rhyme at the end, they should say "no way."
3. Provide the students with one or two examples to practice with. Try "lake-bake." They rhyme so the students should have said "teacher creature." Try "car-can." The words do not rhyme, so students should have said "no way."
4. Use the following word sets:

try-fly	(yes)
house-mouse	(yes)
run-ran	(no)
star-far	(yes)
tick-tack	(no)
gold-gild	(no)
trap-map	(yes)
mouth-south	(yes)
track-truck	(no)

Activity 2: *Thumbs Up, Thumbs Down*
Directions:
1. Follow the same directions as above, only this time when the words rhyme, class members are to give a thumbs-up sign. If the words do not rhyme, they are to give a thumbs-down sign.
2. Use the following words:

say-sigh	(no)
craft-raft	(yes)
tell-tall	(no)
words-birds	(yes)
have-hive	(no)
bow-cow	(yes)
face-lace	(yes)
back-buck	(no)

Activity 3: *Complete the Rhyme*
Directions:
1. Tell the students that you are having a hard time remembering the ends of the following sentences. They can help by completing the sentence for you by thinking of a rhyming word that would fit.
2. Say each sentence, leaving out the last word, and ask students to supply a word that will work.

> The girl sat in the car
> Because she had to travel _____. (far)

> Carry the books in the hall
>   Just be careful to not _____. (fall)

>   Where is the book?
>   I have to _____. (look)

>   Hey, look in my hat.
>   I think I just found a _____ (cat, bat, mat, etc.)

>   I wish that I had a little mouse.
>   Who lived with me in my _____. (house)

>   I would really like to stay.
>   Because I really want to _____. (play)

3. Direct group members to make up their own rhyme and ask others in the group to supply the missing last word.

Center 2: Identifying and Blending Syllables

Activity 1: *Taking Attendance*
Directions:
1. Ask students to sit on the floor (or on a chair if more comfortable).
2. Tell them that you are going to pass around a sheet of paper for each of them to sign. They are to sign their first and last names, using clearly legible print for each name. (If this activity was being used in a classroom the teacher would already have written a list of each student's first and last names. This step is only needed for the sake of this activity because attendees probably do not know each other and would not easily have a list of their names.)
3. Explain that you are going to take attendance in an unusual way. You are going to take attendance by calling each student's name one sound segment at a time. For instance, you might hear "Candace Mer-ri-wea-ther." As you say the name, make a momentary pause between each sound/syllable segment.

4.   As each student hears his or her name being called, they are to stand up and say their name as they normally would and then say the number of syllables they heard when you called their name. Example: Candace Merriweather – 6.

Activity 2: *Blending Words*
Directions:
1.   Tell the students that you are going to say some regular words in some unusual ways. Ask them to try to figure out what word you are trying to say.
2.   As soon as they think they know what the word is, they are raise their hand. Pause for a second between the segments of these compound words.
Try the following words:

> river -   side
> walk -   way
> air   -   plane
> car   -   wash
> basket - ball

3.   Explain that you are going to say some more difficult words. (This time you will not be using compound words.) Remind participants that they need to be really good listeners to figure out the words. Use the following words:

> can   - dy
> tel - e - phone
> tea   -   cher
> bro   -   ther
> play - ing
> scis   - sors
> won - der - ful
> se   - ver - al

Activity 3: *Counting Fingers*
Directions:
1.   This activity requires pictures of objects. The objects should represent labels or names of objects that have one to four syllables. Provide approximately fifteen pictures for the activity.
2.   Ask students to sit around you so that they are able to see the pictures.
3.   Ask for one volunteer per picture.
4.   Ask the volunteers to count the syllables that they hear when they think of the name of the object in the picture. Then they are to say the name out loud and hold up one finger at a time as they say the name of the pictured object until they have the correct amount of fingers per syllable.

5. After the teacher has indicated whether they have counted correctly, they are to say the word again, and this time the other students should say the word with them and count the syllable sounds on their fingers at the same time.
6. Say the words out loud slowly so that there is clear division between sound segments.

Some possible suggestions for objects:
Alligator, table, bicycle, horses, car, etc.

Center 3: Onset and Rime

Activity 1: *Tap to the Rhythm*
Directions:
1. Each student will need two pencils or sticks.
2. Explain to the students that they are going to tap once with their sticks or pencils on their desk tops when they say the beginning part of a word and once when they say the ending of the word. For example: /l/ /ake/. The students tap once while they are saying /l/ and then tap again as they are saying /ake/.
3. Next ask students to tap their pencils or sticks together once and say the whole word: /lake/.
4. Then, ask students to tap three times while they try the whole thing: /l/ /ake/ /lake/.
5. Now tell them that they are going to do the same thing while using the /ar/ family.
    bar, car, far, gar, jar, mar, par, tar,

Keep in mind: Onset and rime also has to do with spelling patterns so words that are not spelled the same are not good examples.

Activity 2: *Guessing Game*
Directions:
1. Explain to students that they will be playing a guessing game. You will give them clues to a word that you are thinking of and they are to guess what the word is.
2. Use the rime portion of the word in both positions, give a clue with rime first and onset last, and vice versa.
3. Use an example with students: "I am thinking of a word. It starts with /tr/ and ends with /ay/. Do you know what it is? It is *tray*." Or, "I am thinking of a word, it ends with /each/ and begins with /p/. Can you guess? That's right, the word is *peach*."
4. Other word choices: walk, track, plant, some, shoe, white, black, sock.
5. Ask class members to think of words and play the guessing game with each other.

Activity 3: *Speedy Words*
Directions:
1. This game is a variation of the two activities listed above.
2. Tell students that they will need to listen very closely and that they will need to say the words that they hear as soon as they can, faster each time.
3. Use an onset/rime such as /m/ /ack/ and direct students to say *mack*.
4. Keep saying an onset/rime and ask the students the whole word each time. Begin to speed up and continue to get faster each time.
Suggested list of onset/rime words:

/w/ /ord/	word
/pl/ /ay/	play
/tr/ /ick/	trick
/fr/ /ee/	free
/w/ /ink/	wink
/cl/ /ang/	clang
/ph/ /one/	phone
/tw/ /eak/	tweak
/br/ /oke/	broke

At the end of this activity provide **How Is Your Phonological Awareness?** handout **(H4)**. It is a copy of the activities just covered in the centers. Attendees will be able to refer to the handout when working with students in classrooms.

1.6 Activity: Reflective Response

Participants will write reflective responses regarding the previous activities and how to use their new knowledge to better assist students

1.6.1 Steps

- Use **Reflections, Phonological Awareness** handout and transparency **(H5/T8)**. Provide a handout for each participant.
- Direct the class to take some time to think about the activities they just completed and to then write guided reflective responses.

Directions for the Activity:
Read the following two questions. Choose one that is the most appropriate to you and write a reflective response.

1. As you participated in the phonological awareness activities, did you come across information that you felt would be immediately applicable to you or to students whom you work with? If so, what information? How do you think you will use your new learning? In what way has this learning helped you think differently about assisting students with reading?

2. If you did not find immediate application of this learning with students whom you work with, how will you use the information to be better at assisting students with reading? In what way has this learning helped you think differently about assisting students with reading?

Your reflective response would also address the following:

While participating in phonological awareness activities, did you have any "ah-ha" moments about how students learn to read? If so, what were they? If not, what previous learning was reinforced by your participation in the activities?

After completing the writing activity regroup and discuss individual responses.

1.7 Lecture: Phonological and Phonemic Awareness and the Second-Language Learner

Assisting with the complex needs of students who are learning a second language presents unique challenges for paraeducators who are attempting to understand this complicated process. Emphasize to paraeducators that they should feel free to seek out professionals who are familiar with the issues faced by first- and second-language learners for information and recommendations.

Paraeducators are often the people who have the most frequent and earliest contact with second-language learners in schools. They should always keep in mind that their most positive role with individual students will be in providing them the necessary time and practice in using a new language. Sometimes the student they are working with needs explicit training and practice when attempting to produce sounds that he or she did not learn in his or her first language, at other times the paraeducator must recognize that the student is able to comprehend what he is hearing and can begin the process of learning to read and write without being able to speak the new language well.

Because of their close and frequent contact with students, paraeducators may be asked whether they think a particular second-language learner has difficulty with general academic learning. Sometimes second-language learners are seen as "slow," and teachers may question their ability to learn. This is a myth and a misconception on the part of those who do not understand the process of second-language acquisition and can unfairly and falsely label the ability level of an individual learner.

The best way for paraeducators to be helpful with this issue is to think about the level of comprehension they observe in an individual student. Very young children understand or comprehend language before they speak it or begin to express ideas. It is the same with second-language learners. They need time. The paraeducator must watch for indicators of the comprehension of the second language and encourage the student to attempt to speak and express herself in the second language. The paraeducator should also attempt to help the student who is at this stage by providing ways for the student to express herself nonverbally.

For further information regarding these issues, encourage paraeducators to take the CO-TOP Language Acquisition and Development Academy.

Goal 2: Demonstrate use of a developmental scope and sequence of phonological awareness to support instruction.

2.1 Lecture: The Importance of Phonological Awareness

It is critical to keep in mind that phonological awareness is an oral skill and it is independent of print. When we deal with phonics, we will discuss print. The two things, phonological awareness and phonics, are strongly woven together, but we will continue to deal with them separately for a while. Students can learn much about phonemic or phonological awareness before and during the process of actually learning to read. For those who are assisting students in classrooms it is critical to remember that many researchers strongly believe that students "must be able to hear and manipulate oral sound patterns before they can relate them to print. Phonics instruction builds on a child's ability to segment and blend together sounds he/she hears" (Zgonc, 2000). Also, of equal importance is the knowledge that our language is built upon the alphabetic principle. That means that letters have names and sounds, and when these letters and sounds are combined they form words.

The ability to read is not a developmental skill that naturally occurs in human beings as they age. It is skill that has been introduced into human culture and must be taught. None of us were born with the ability to read. Because we do not speak by articulating every single sound individually, it is sometimes difficult for children to hear the individual sounds of speech. When we speak to one another, we blend the sounds of speech. If you have ever listened to a language that you have never been exposed to before, not only would you not be able to understand what was being said, you would probably not be able to recount the separate words that you heard in each sentence, let alone the individual phonemes (Zgonc, 2000).

Critical research findings support the inclusion of phonological awareness in early curriculum to support the learning of reading skills. Use **Key Research Findings** transparency and handout **(T9/H6)**. Yvette Zgonc, in her book *Sounds in Action, Phonological Awareness Activities and Assessment,* cites many critical research findings including the following.

Key Research Findings

- Without direct instruction support, phonemic awareness (which is part of phonological awareness) eludes about 25% of middle-class first-grade students. For those students who come from less literacy-rich backgrounds, the impact is even greater. These students have serious difficulty in learning to read and write. (Adams, 1990)
- A student's level of phonemic awareness (which is part of phonological awareness) upon entry to school is thought to be the strongest single means to determine the success the student will experience in learning to read, or to determine the likelihood that the student will fail. (Adams, 1990)

- Direct instruction helps develop phonemic awareness. Doing so can significantly accelerate subsequent student achievement in reading and writing. (Ball & Blachman, 1991; Byrne & Fielding-Barnsley, 1991a, 1991b, 1993, 1995)
- In order for phonics instruction to be effective, students first need solid training in phonemic awareness. (Blevins, 1997)
- The first component of effective reading instruction is phonemic awareness. (Moats, 1996)
- Students who have higher levels of phonological awareness when they begin their reading instruction end up with better word-reading skills by the end of first and second grade than their peers. (Juel, Griffith, & Gough, 1986; Stanovich, Cunningham, & Cramer, 1984)

2.2 Lecture: The Scope and Sequence of Phonological Awareness

In the previous lecture material we covered the concept that learning to read is **not** a developmental skill, but a skill that must be taught. As such, the teaching of this skill follows a developmental scope and sequence. This means that single skills are foundational to further skills and follow a developmental track. This scope and sequence is not rigid; it is fluid. This scope and sequence can be an essential tool for paraeducators to quickly assess where to begin delivery of supplemental or support-related activities, keeping in mind that phonological awareness is foundational for reading. Some of the skills have been covered previously and therefore are just listed. Other skills will be reviewed in greater detail.

Use the **Phonological Awareness Scope and Sequence** handout and transparency **(H7/T10)**.

Phonological Awareness Scope and Sequence

This is a framework that can be used by a teacher when planning phonological awareness activities. These are fluid skills, but are listed in a way that relates to developing skills, which are a foundation for reading.

1. Recite rhymes, rhyming by pattern, alliteration
2. Clap out words in a sentence
3. Clap out syllables in a word
4. Recognize rhyming patterns and words
5. Recognize like beginning sounds
6. Recognize like ending sounds
7. Produce rhyming words
8. Blend word parts
9. Match the beginning sounds
10. Identify the beginning sound
11. Identify the ending sound

12. Blend phonemes
13. Segment (count) phonemes
14. Start beginning phonetic reading
15. Manipulate blocks to represent sounds
16. Identify the middle phonemes
17. Manipulate phonemes without blocks
18. Delete sounds within clusters
19. Begins phonetic spelling

(Dodson & Peyton, 2001)

As the lecture continues, encourage class members to take notes regarding any of the following skills that have not been previously covered. Explain that the first part of this scope and sequence covers phonological awareness skills that are clearly and specifically phonologically based. The second half of the scope and sequence begins to touch on skills that also interplay more specifically with phonics skills. These will be covered in more depth in the second half of this Academy when dealing more specifically with phonics. They are only covered briefly here.

1. Recite rhymes, rhyming by pattern, alliteration
   ✓ Recitation of rhymes and rhyming by pattern has been covered in previous activities.
   ✓ Alliteration: words that start with the same sound. This refers to words used in a meaningful way: a sentence, an outline with headings beginning with the same sound; it is not just a list of words that have the same beginning sound. Examples of alliteration would be: "Bobby bounces bright blue basket balls, or a report entitled "Houses" with alliterated headings:

   Houses
   A. Everyday houses
   B. Expensive houses
   C. "Even **you** could buy" houses
   2. Clap out words in a sentence
3. Clap out syllables in a word
4. Recognize rhyming patterns and words
5. Recognize like beginning sounds
6. Recognize like ending sounds
7. Produce rhyming words
8. Blend word parts
9. Match the beginning sounds
10. Identify the beginning sound
11. Identify the ending sound
    ✓ Numbers 2-11 have been covered in previous activities.
12. Blend phonemes

✓ This has been covered in several ways, but it is good to clarify it again at an even more basic level. This includes helping students hear the individual sounds in each word and then put them together, or blend them into a whole word. For instance; 'What word am I saying?''/m/ /a/ /p/.' Blend it together /mmmaaaap/, /map/.

13. Segment (count) phonemes
    ✓ Covered in previous activities.

14. Begin phonetic reading
    ✓ When students have beginning phonetic reading skills, they have skills within a very specific range. This term means that students are able to read at least 80% of the sound/symbols that they have been taught. In other words, if students have been taught 10 sound/symbols (letters or letter combinations), they can decode eight or more of them.

15. Manipulate blocks to represent sounds
    ✓ Covered in previous activities (the activity that involved placing a penny under each sound). Several methods are commonly used to teach this skill, including the Elkonin method, Lindamood-Bell and Reading Recovery. For example, a block or a marker is used to represent each sound, and when students either see a picture of something or are told a word (at the oral level only), they pull down a block or marker for each sound in the word. The method was developed by Dr. Elkonin, a Russian psychologist in the first half of the twentieth century. When using the Lindamood-Bell method, each block is made of a different color, each representing a different sound in the word. If the word has two letters that are the same, like *pop*, then the beginning and ending color would be the same. Some teachers use the same system when students are beginning to use print and phonics. They use "sound boxes." This is a piece of paper with boxes on it, each box representing the sound blocks used when the student was using Elkonin blocks. It is a way of reminding students of the thinking they used about sounds so that they can better apply it to the print level. That is, they are now seeing the word in print and they can pull it apart to the sound boxes if needed to phonetically decode the word.

16. Identify the middle phonemes
    ✓ Students are able to identify the sounds that they hear in the middle of a word, not just the sounds that they hear at the beginning and end. For instance, "What do you hear in the middle of the word 'cat'?" Skills in phoneme awareness develop in the following order:
    - Initial sounds come first; they are the easiest
    - Final sounds
    - Middle sounds; they are the most difficult
    - Internal sounds at a beginning, such as /t/ in the word stop
    - Ending blends, hearing the sounds such as the /s/ in the word *best*

17. Manipulate phonemes without blocks
    ✓ This refers to the student's ability to hear a word and its individual sounds, locate a sound, and remove or change it to another sound to make a new word. An example is "Say /hat/, now take out the /h/ and put in /m/. What word do you get?"
18. Delete sounds within clusters
    ✓ A skill in this area is described as the ability to delete a middle sound after identifying it, as in the following example: "Say the word /play/, now say it again, only this time say it without the /l/ sound."
19. Start phonetic spelling
    ✓ This simply means that students are able to use the sound-symbol relationships that they have been taught to spell words. If the student knows that the symbol that represents the sound /b/ is the letter "b," he will use it to begin writing the word "bubble."

2.3 Assignment: Personal Reflective Response
Participants will complete an assignment that provides them with the opportunity to practice learned skills with students and to reflect upon their personal success with the chosen activities.

Note to Instructor: Decide how much time to give the class to complete the assignments so that you have time to grade, record grades, and turn in materials from this course in a timely manner. If paraeducators are taking this course for credit, there will be a time limit based upon the grading period at the attending institution. Consideration must also be given to how you would like attendees to get their assignments to you. Make whatever arrangements seem to work for you and the class. You are strongly encouraged to be firm about a completion date and may need to make some effort to follow up on attendees and their progress. A rubric for grading this assignment is provided within the instructor packet.

This is a written reflective assignment.

2.3.1 Steps

- Use **Assisting with Phonemic Awareness and Phonics in the Classroom Assignment** Handout **(AH)**
- Direct paraeducators to review the activities completed in Module B, Activity 1.5, How Is Your Phonological Awareness?
- Ask participants to choose two of the activities to complete with students as the assignment. They can complete the activity with one student or with a group of students. For participants who do not have access to students for whom these activities would be appropriate, arrangements will need to be made. They may choose to complete the activities with children whom they know outside of the school environment, for example.

- The assignment does not have to be handwritten but may be completed using the computer. Remind attendees that spell check is their friend.
- After completion of the activities with students, participants are to complete the assignment worksheet.

*Note to Instructor: Refer to the Grading Rubric provided with this Academy for further instructions regarding the assignment.

Assignment

Grading is recorded and based upon a total of **250** possible points in the following areas:

1. **Spelling and Punctuation**
   A total of **50** points is possible for spelling and punctuation. You are encouraged to use a word processing program to type your responses so that you have access to spell check and other helpful word processing tools.

2. **Thoughtful Reflective Responses**
   This means that your answers should reflect that you spent time thinking about the content of your answer. Also, make sure your response reflects your ability to comprehend and relate your comprehension of the materials covered with the information gathered during the activities. Use the provided sample as a guide for the quality of responses your instructor will be looking for. There are **200** possible points for this portion of the assignment.

Assignment

Write **one** personal reflective response regarding the **two** activities that you chose for this assignment.

Note: Reflection should take time. For example, after completing responses 1 and 2, give yourself some reflective thinking time before responding to the next question. You are provided a sample reflection from another Academy that might be helpful to you.

Assignment: Reflective Responses

1. The nature of the activities (what students are supposed to learn as a result of participating in these activities). (20 points possible)

2. Your procedure (preparation and delivery). (20 points possible)

3. How the activities impacted students' learning. (20 points possible)

4. What contributed to the success of these activities. (30 points possible)

5. What difficulties were encountered, if any. (20 points)

6. What changes/modifications you might look for in the future (changes/modifications you might use with another student). (20 points possible)

7. What impact these activities had on your learning. (30 points possible)

8. Your personal ideas, thoughts, feelings, and considerations about these activities. Did these activities encourage greater learning or thinking in areas not necessarily represented in the activities? (40 points possible)

Sample Personal Reflective Response

Academy: Instructional Strategies
The name of the activity/lesson that I chose is "Levels of Support" from Module A, Goal 3.

Rationale for Choosing This Activity:
I chose this activity because I noticed when taking the Academy that I had never thought about how to fade the levels of support that I had given to students. I thought that when I was assigned to a student that I was expected to help that student do the activity and complete the lesson. I had never thought about the true goal of teaching the student – that the goal was for the student to become independent with the skill.

1. *Nature of the Activity:*
   I chose an activity that I have been doing with a student all year. I have been helping that student get off the bus and get to his class-room every day. I have set up a plan with the teacher to fade my assistance until the student is able to do this independently.

2. *Procedure:*
   First I spoke with my supervising (mentor) teacher about what to do for an activity about levels of support. She looked through the material and suggested I look at something with Sonny because he is a new student who had always had a one-to-one paraeducator. We were trying to decrease some of that support because he would be going to middle school next year and we did not think he need-ed that much support.

Next I chose an activity that I thought would be important for Sonny to learn before going to middle school. I spoke with my supervising (mentor) teacher about decreasing how much I support Sonny needed getting off the bus and to class. She thought it was a good idea and created a data sheet to record the process. I asked her if I could make the data sheet because I wanted the experience. She said that would be great because it addressed one of the goals on Sonny's IEP, and asked that I show it to her when I was done. We talked about what should be included on the data sheet and what the plan could be if Sonny wasn't able to do this on his own, and how I should explain all of this to Sonny before we started doing it.

I explained to Sonny that he would need to start walking from the bus to class by himself. I told him that I would be in the area to make sure he was safe but that I would not walk right beside him. My plan was to start there and then to fade to less assistance and to finally just shadow him until I saw that he could do it by himself.

I used a spreadsheet on the computer to make the data sheet. I had to make several different ones until I made one that I thought covered all of the things we had talked about. When I showed it to my supervising (mentor) teacher, she said it looked great. I have included a blank copy of it in my portfolio, along with a copy of one with data.

3. *Impact on the Student:*
It took only three weeks for Sonny to become completely independent in getting off the bus and walking to class. At first he looked around for me when the bus stopped, and one time he was late for class because he got distracted at the water fountain. I noticed that he was distracted. At first I thought I should tell him to go to class, but that was not part of the plan the teacher and I had written up. The teacher made him stay after class for five minutes to make up the time he had missed. The best part was that he started walking to class with another student, and it looks like they are becoming friends. Not only did Sonny learn to be more independent, he also made a new friend.

4. *Contributions to Success of This Activity:*
I think several things contributed to the success of this activity. The data sheet helped to keep me on track of what we were expecting from Sonny, and I didn't have to worry about whether I was doing the right thing. Talking with the teacher about what to do if he was late to class before it happened made it easier for me to watch and wait instead of helping. When I made the data sheet, I had to think carefully about all of the steps we would need to take to help Sonny become independent. Having a plan made it so much easier.

5. *Difficulties Encountered:*
   One of the biggest problems I had with this activity was making the data sheet. I had used a computer before, but had never made a spreadsheet. It took several tries before I got one that I felt we could use.

6. *Changes/Modifications/Use with Other Students:*
   I don't know if I should make any changes in what I did with Sonny, but I have looked at how often I help Theresa at lunch. I think I will talk with the teacher about how I should fade some of the support I give her. She needs a lot more help than Sonny, so I'm not sure where I should start.

7. *Impact on My Learning:*
   I learned many things while completing this activity with Sonny. I learned some practical things like how to make a spreadsheet that covered all the parts of the data that we would like to have. I also learned that it is hard to let students make mistakes, but if we don't let them make mistakes and then figure out how to correct those mistakes, they can't learn to be independent. Probably the most important thing that I have learned is to look at my level of support and to ask myself if that is helping a student learn to be independent, or if I am helping too much. I am constantly analyzing where I can make decisions to fade my support to let kids increase their independence.

8. *Personal Thoughts:*
   This activity changed how I look at my job. Instead of helping kids with lessons like math and writing, I look at helping kids become more independent. The teacher and I have a better relationship now and seem like more of a team. I also see how helping Sonny off the bus and to the classroom prevented him from making friendships. I think this activity helped me be a better teacher because I now look at what I do with my students and think about whether they can be more independent and how I can help them to get there.

Module B
Handouts

Module Goals

Module B: Laying the Foundation for Good Reading Skills

The paraeducator will:

- define and describe the term "phonemic awareness"

- demonstrate use of a developmental scope and sequence of phonological awareness to support instruction

What Is a Phoneme?

Instructions: Place a penny under each individual speech sound that you hear in each word.

1.   m   a   p

2.   s   h   i   p

3.   b   r   o   k   e

4.   c   o   m   p   a   s   s

5.   p   e   a   c   e

How Students Can Demonstrate They Have Phonological Awareness

Several of the ways that students can indicate phonological awareness include:

- **identifying and making oral rhymes:**
    "The pig has a (wig)."
    "Pat the (cat)."
    "The sun is (fun)."

- **identifying and working with syllables in spoken words:**
    "I can clap the parts in my name: An-drew."

- **identifying and working with onsets and rimes in spoken syllables or one-syllable words:**
    "The first part of *sip* is /s/-."
    "The last part of *win* is –/in/."

- **identifying and working with individual phonemes in spoken words:**
    "The first sound in *sun* is /s/."

How Is Your Phonological Awareness?

Oral Rhymes
Activity 1: *A Rhyming Game*
Directions:
1. Tell the students to stand up.
2. Inform the students that they will be playing a rhyming game. They will have to listen for words that sound alike at the end. Explain that you will be saying two words and that they will have to listen to the words and decide whether they rhyme or not. If the words rhyme, participants should say "teacher creature." If the words do not rhyme at the end, they should say "no way."
3. Provide the students with one or two examples to practice with. Try "lake-bake." They rhyme so the students should have said "teacher creature." Try "car-can." The words do not rhyme, so students should have said "no way."
4. Use the following word sets:

try-fly	(yes)
house-mouse	(yes)
run-ran	(no)
star-far	(yes)
tick-tack	(no)
gold-gild	(no)
trap-map	(yes)
mouth-south	(yes)
track-truck	(no)

Activity 2: *Thumbs Up, Thumbs Down*
Directions:
1. Follow the same directions as above, only this time when the words rhyme, class members are to give a thumbs-up sign. If the words do not rhyme, they are to give a thumbs-down sign.
2. Use the following words:

say-sigh	(no)
craft-raft	(yes)
tell-tall	(no)
words-birds	(yes)
have-hive	(no)
bow-cow	(yes)
face-lace	(yes)
back-buck	(no)

Activity 3: *Complete the Rhyme*
Directions:
1. Tell the students that you are having a hard time remembering the ends of the following sentences. They can help by completing the sentence for you by thinking of a rhyming word that would fit.
2. Say each sentence, leaving out the last word, and ask students to supply a word that will work.

>
> The girl sat in the car
> Because she had to travel _____. (far)
>
> Carry the books in the hall
> Just be careful to not _____. (fall)
>
> Where is the book?
> I have to _____. (look)
>
> Hey, look in my hat.
> I think I just found a _____ (cat, bat, mat, etc,)
>
> I wish that I had a little mouse.
> Who lived with me in my _____. (house)
>
> I would really like to stay.
> Because I really want to _____. (play)

3. Direct group members to make up their own rhyme and ask others in the group to supply the missing last word.

Identifying and Blending Syllables
Activity 1: *Taking Attendance*
Directions
1. Ask students to sit on the floor (or on a chair if more comfortable).
2. Tell them that you are going to pass around a sheet of paper for each of them to sign. They are to sign their first and last names, using clearly legible print for each name. (If this activity was being used in a classroom, the teacher would already have written a list of each student's first and last names. This step is only needed for the sake of this activity because attendees probably do not know each other and would not easily have a list of their names.)
3. Explain that you are going to take attendance in an unusual way. You are going to take attendance by calling each student's name one sound segment at a time. For instance, you might hear "Can-dace Mer-ri-wea-ther." As you say the name, make a momentary pause between each sound/syllable segment.
4. As each student hears his or her name being called, they are to stand up and say their name as they normally would and then say the number of syllables they heard when you called their name. Example: Candace Merriweather – 6.

Activity 2: *Blending Words*
Directions:
1. Tell the students that you are going to say some regular words in some unusual ways. Ask them to try to figure out what word you are trying to say.
2. As soon as they think they know what the word is, they are to raise their hand. Pause for a second between the segments of these compound words.
   Try the following words:

   river - side
   walk - way
   air   - plane
   car   - wash
   basket - ball

3. Explain that you are going to say some more difficult words. (This time you will not be using compound words.) Remind participants that they need to be really good listeners to figure out the words. Use the following words:

   can   - dy
   tel - e - phone
   tea   - cher
   bro - ther
   play - ing
   scis   - sors
   won - der - ful
   se - ver - al

Activity 3: *Counting Fingers*
Directions:
1. This activity requires pictures of objects. The objects should represent labels or names of objects that have one to four syllables. Provide approximately fifteen pictures.
2. Ask students to sit around you so that they are able to see the pictures.
3. Ask for one volunteer per picture.
4. Ask the volunteers to count the syllables that they hear when they think of the name of the object in the picture. Then they are to say the name out loud and hold up one finger at a time as they say the name of the pictured object until they are holding up the correct number of fingers per syllable.
5. After the teacher has indicated whether they have counted correctly, participants are to say the word again. This time the other attendees should say the word with them and count the syllable sounds on their fingers at the same time.
6. Say the words out loud slowly so that there is clear division between sound segments.

Possible suggestions for objects:
Alligator, table, bicycle, horses, car, etc.

Onset and Rime
Activity 1: *Tap to the Rhythm*
Directions:
1. Make sure each student has two pencils or sticks.
2. Explain that they are going to tap once with their sticks or pencils on their desk tops when they say the beginning part of a word and once when they say the ending of the word. For example: /l/ /ake/. The students tap once while they are saying /l/ and tap again as they are saying /ake/.
3. Ask students to tap their pencils or sticks together once and say the whole word; /lake/.
4. Ask students to tap three times while they try the whole word: /l/ /ake/ /lake/.
5. Tell them that they are going to do the same while using the /ar/ family.
   bar, car, far, gar, jar, mar, par, tar,

Keep in mind: onset and rhyme also has to do with spelling patterns so words that are not spelled the same are not good examples.

Activity 2: *Guessing Game*
Directions:
1. Explain to students that they will be playing a guessing game. You will give them clues to a word that you are thinking of and they are to guess what the word is.
2. Use the rime portion of the word in both positions, give a clue with rime first and onset last, and vice versa.
3. Try an example with students: "I am thinking of a word. It starts with /tr/ and it ends with /ay/. Do you know what it is? It is *tray."* Or, "I am thinking of a word, it ends with /each/ and it begins with /p/. Can you guess? That's right, the word is *peach*."
4. Other word choices: walk, track, plant, some, shoe, white, black, sock.
5. Ask class members to think of words and play the guessing game with each other.

Activity 3: *Speedy Words*
Directions:
1. This game is a variation of the two activities listed above.
2. Tell students that they have to listen very closely and that they will have to say the words that they hear as soon as they can, faster each time.
3. Use an onset/rime such as /m/ /ack/ and direct students to say *mack.*
4. Keep saying an onset/rime and ask the students the whole word each time. Begin to speed up and continue to get faster each time.

Suggested list of onset/rime words:
/w/	/ord/	word	/cl/ /ang/	clang
/pl/	/ay/	play	/ph/ /one/	phone
/tr/	/ick/	trick	/tw/ /eak/	tweak
/fr/	/ee/	free	/br/ /oke/	broke
/w/	/ink/	wink		

Reflections, Phonological Awareness

Read the following two questions. Choose one that is the most appropriate to you and write a reflective response.

1. As you participated in the phonological awareness activities, did you come across information that you felt would be immediately applicable to you or to students whom you work with? If so, what information? How do you think you will use your new learning? In what way has this learning helped you think differently about assisting students with reading?

OR

2. If you did not find immediate application of this learning with students whom you work with, how will you use the information to be better at assisting students with reading? In what way has this learning helped you think differently about assisting students with reading?

Your reflective response should also address the following:

While participating in phonological awareness activities, did you have any "ah-ha" moments about how students learn to read? If so, what were they? If not, what previous learning was reinforced by your participation in the activities?

Reflective Response:

Reflective Response (continued):

Key Research Findings

- Without direct instruction support, phonemic awareness (which is part of phonological awareness) eludes about 25% of middle-class first-grade students. For students who come from less literacy-rich backgrounds, the impact is even greater. These students have serious difficulty in learning to read and write. (Adams, 1990)

- A student's level of phonemic awareness (which is part of phonological awareness) upon entry to school is thought to be the strongest single means of determining the success the student will experience in learning to read, or to determine the likelihood that the student will fail. (Adams, 1990; Stanovich, 1986)

- Direct instruction helps develop phonemic awareness. Doing so can significantly accelerate subsequent student achievement in reading and writing. (Ball & Blachman, 1991; Byrne & Fielding-Barnsley, 1991, 1993, 1995)

- In order for phonics instruction to be effective, students first need solid training in phonemic awareness. (Blevins, 1997)

- The first component of effective reading instruction is phonemic awareness. (Moats, 1996)

- Phonological awareness has a predictive nature and has been demonstrated among many languages: Swedish (Lundberg, Olofsson, & Wall, 1980); Spanish (Manrique & Gramigna, 1984); French (Algeria, Pignot, & Morais 1982); Italian (Cossu, Shankweiler, Liberman, Tola, & Katz 1988); Portuguese (Cardoso-Martins, 1995); and Russian (Elkonin, 1973).

- Students who have higher levels of phonological awareness when they begin reading instruction end up with better word-reading skills by the end of first and second grade than their peers without this advantage. (Juel, Griffith, & Gough, 1986; Stanovich, Cunningham, & Cramer, 1984)

Phonological Awareness Scope and Sequence

This is a framework that can be used by a teacher when planning phonological awareness activities. These are fluid skills, but are listed in a way that relates to developing skills, which are a foundation for reading.

1. Recite rhymes, rhyming by pattern, alliteration
2. Clap out words in a sentence
3. Clap out syllables in a word
4. Recognize rhyming patterns and words
5. Recognize like beginning sounds
6. Recognize like ending sounds
7. Produce rhyming words
8. Blend word parts
9. Match beginning sounds
10. Identify the beginning sound
11. Identify the ending sound
12. Blend phonemes
13. Segment (count) phonemes
14. Start beginning phonetic reading
15. Manipulate blocks to represent sounds
16. Identify the middle phonemes
17. Manipulate phonemes without blocks
18. Delete sounds within clusters
19. Start phonetic spelling

(Dodson & Peyton, 2001)

Module B
Transparencies

Module Goals

Module B: Laying the Foundation for Good Reading Skills

The paraeducator will:

1. describe the direct and systematic teaching of phonics skills

2. explain the alphabetic code

3. identify the importance of decoding skills

An Important Relationship

"One of the most compelling and well-established findings in the research of beginning reading is the important relationship between phonemic awareness and reading acquisition."

(Kame'enui et al., 2001)

Phoneme

"A phoneme is a speech sound. It is the

smallest unit of language."

What Is a Phoneme?

1. /m/   /a/   /p/

2. /sh/   /i/   /p/

3. /b/   /r/   /o/   /ke/

4. /qu/   /i/   /e/   /t/

5. /p/   /ea/   /ce/

Defining Phonemic Awareness

The ability to:
- notice
- hear
- think about
- manipulate (work with) the sounds in spoken words
- hear language at the phoneme level or be aware on how the sounds in words work

It is:
- the understanding that spoken words and syllables are made up of sequences of speech sounds

The most important aspects related to reading and spelling are the abilities to:
- segment,
- blend, and
- manipulate phonemes within words

Core Deficit

A core deficit is a deficit in phonological processing and awareness. It refers to the **most important aspects** of learning to read. Most students who have a core deficit are unable to:

- segment
- blend
- manipulate phonemes

Students with a core deficit have difficulty with:

- learning rhymes
- "hearing" sounds properly
- segmenting words into syllables
- and/or individual sound units (phonemes)
- manipulating phonemes
- recognizing words with common phonemes

How Students Can Demonstrate They Have Phonological Awareness

Students can indicate phonological awareness by:

- identifying and making oral rhymes

- identifying and working with syllables in spoken words

- identifying and working with onsets and rimes in spoken syllables or one-syllable words

- identifying and working with individual phonemes in spoken words

Reflections, Phonological Awareness

Choose a question:

   1.

   OR

   2.

Next,

write a reflective response regarding "ah-ha" moments.

Key Research Findings

- Without direct phonemic awareness instructional support, about 25% of middle-class first-grade students have serious difficulty in learning to read and write.
- A student's level of phonemic awareness upon entry to school is thought to be the strongest single means of determining the success the student will experience in learning to read.
- Direct instruction in phonemic awareness can significantly accelerate subsequent student achievement in reading and writing.
- In order for phonics instruction to be effective, students first need solid training in phonemic awareness.
- The first component of effective reading instruction is phonemic awareness.
- Phonological awareness has a predictive nature and has been demonstrated among many languages: Swedish, Spanish, French, Italian, Portuguese, Russian, and English.
- Students who have higher levels of phonological awareness when they begin reading instruction end up with better word-reading skills by the end of first and second grade than their peers without this advantage.

Phonological Awareness Scope and Sequence

1. Recite rhymes, rhyming by pattern, alliteration
2. Clap out words in a sentence
3. Clap out syllables in a word
4. Recognize rhyming patterns and words
5. Recognize like beginning sounds
6. Recognize like ending sounds
7. Produce rhyming words
8. Blend word parts
9. Match beginning sounds
10. Identify the beginning sound
11. Identify the ending sound
12. Blend phonemes
13. Segment (count) phonemes
14. Start beginning phonetic reading
15. Manipulate blocks to represent sounds
16. Identify the middle phonemes
17. Manipulate phonemes without blocks
18. Delete sounds within clusters
19. Start phonetic spelling

(Dodson & Peyton, 2001)

Module C
Instructor's Guide

Module C: Phonics and Alphabetic Understanding

Module Goals: Using **Module Goals** transparency and handout **(T1/H1)**, review the goals for the module.

Module C: Phonics and Alphabetic Understanding

The paraeducator will:
1. describe the direct and systematic teaching of phonics skills
2. explain what is meant by "alphabetic code"
3. apply learning regarding decoding skills
4. examine use of a scope and sequence in phonics instruction

Goal 1. Describe the direct and systematic teaching of phonics skills.

1.1 Lecture: What Is Phonics?

Begin the lecture by asking the question, "What is phonics?" Participants may call out answers, which do not need to be recorded. Answers will not need to be edited or necessarily responded to. Continue with the lecture, indicating that there are many different ideas about what phonics is because all readers have had some personal experience with the subject. Given that range of prevailing information, it is necessary to discover more and pertinent information that will be of assistance when helping students.

Use **Phonics – A Definition** transparency **(T2)**. Direct class members to turn to the **Definition of Terms** handout used in previous modules as you review the technical definition of phonics.

Phonics – A Definition

Phonics is a system of rules established to transfer our oral language to print. The transfer of oral language to print is also referred to as "mapping to print." Phonics is related to phonemic awareness because phonemic awareness deals with the sounds of language as it is spoken. As we map our language to print, we find that each sound relates directly to a letter or group of letters. An understanding of phonics is important for reading and spelling.

Most of the class will find this definition lengthy and complex to the point of not being able to fully understand it. The following will help pull the definition apart and enable participants to understand it better.

First, it is important to recognize that phonics is defined by rules. We can depend upon these rules as we map speech to print. It is generally agreed that 44 sounds are commonly used in the English language. Some linguists disagree about the actual number, based upon dialects and individual speech patterns and other contributing factors. For our purpose, we will stick to the 44 commonly used sounds. ***Languages may have sounds that are specific to its use.*** Some sounds from one language may not be used in English. Or, conversely, some sounds in English may never have been used by a second-language learner prior to his exposure to English. Use **The 44 Sounds of English** transparency and handout **(T3/H2)**.

1.2 Activity: The 44 Sounds of English

1.2.1 Steps

- Provide participants with the handout.
- Direct participants to divide into small groups of three to four.
- Ask them to use the handout to review the sound that they are hearing with the definition attached. Direct them to record two or three words that have a like sound.
- Direct the groups to make note of sounds that were difficult for any of them to hear and reproduce. If any of the participants are second-language learners, ask for their opinion about the sounds and whether they have ideas about hearing and reproducing sounds.
- After all groups have reviewed the sounds, direct them to discuss how they think this information can be helpful in the classroom; that is, how they could use this information to be of better assistance to students. Two critical responses that need to be reviewed are:
  - ✓ If students can identify the sound and easily record the letters that represent the sound, they are more likely to be better readers and spellers.
  - ✓ Students who do not seem to be able to easily hear individual sounds can be identified and more appropriately assisted.

The 44 Sounds of English

Consonant Sounds	Vowel Sounds
1. /b/ (ball)	26. /_/ (lake)
2. /d/ (done)	27. /_/ (meet)
3. /f/ (fast)	28. /_/ (hike)
4. /g/ (girl)	29. /_/ (moat)
5. /h/ (ham)	30. /yōo/ (tube)
6. /j/ (jack)	31. /a/ (rat)
7. /k/ (kite)	32. /e/ (fed)
8. /l/ (lump)	33. /i/ (dish)
9. /m/ (mom)	34. /o/ (mock)
10. /n/ (neck)	35. /u/ (luck)

Consonant Sounds	Vowel Sounds
11. /p/ (pick)	36. /‿/ (alarm)
12. /r/ (rose)	37. /â/ (hair)
13. /s/ (say)	38. /û/ (bird)
14. /t/ (tip)	39. /ä/ (far)
15. /v/ (vase)	40. /ô/ (mall)
16. /w/ (wall)	41. /oi/ (coy)
17. /y/ (yo-yo)	42. /ou/ (mouse)
18. /z/ (zebra)	43. /o͞o/ (loon)
19. /ch/ (chunk)	44. /o͝o/ (took)
20. /sh/ (shake)	
21. /zh/ (treasure)	
22. /th/ (thump)	
23. /th/ (the)	
24. /hw/ (where)	
25. /ng/ (sting)	

1.3 Lecture: Mapping to Print

We have used the phrase "mapping to print" several times. Let's review what is meant here. Use **Mapping to Print** transparency **(T4)**.

> The spelling of a word – its letter sequence- – is a map of the pronunciation; its phoneme sequence. To learn to read words, we have to understand this mapping.

As we map the sounds of our language to print, we find that each sound can be directly represented by a letter or a combination of letters. For example, the sound /m/ can be represented by the letter *m*; or, the sound /sh/ can be represented by the letters *s + h* together, *sh*.

It is a little confusing, but it is good to remember that phonemic awareness never involves phonics (the print). This is because we make many sounds, or speak, all day long without representing our speech sounds with printed language. However, using phonics always involves phonemic awareness because we are taking our speech sounds to the print level and representing them with letters. Remember that *phonemic awareness is at the oral level* (you can do it in the dark) and *phonics is at the print level* (you need light to see the print).

Some important facts have been gained from research and described by the national initiative sponsoring *Put Reading First*. Let's review them now. *Put Reading First* is a free publication sponsored by the federal Reading First grant. This grant is the literacy arm of the No Child Left Behind Law. Use **Research and Phonics** transparency and handout **(T5/H3)**.

Research and Phonics

Systematic and explicit phonics instruction:

- significantly improves kindergarten and first-grade students' word recognition and spelling
- significantly improves students' reading comprehension
- is effective for students from various social and economic levels
- is particularly beneficial for students who are having difficulty learning to read and who are at risk for future reading problems
- is most effective when introduced early
- is not an entire reading program for beginning readers.

According to the researchers at *Put Reading First,* programs of systematic and explicit phonics instruction provide practice with letter-sound relationships in a pre-determined sequence. You just finished reviewing a scope and sequence for phonological awareness skills. The same sort of scope and sequence is helpful for teaching phonics skills. This type of instructional sequence helps students learn to use the letter-sound relationships to decode words that contain those relationships.

As you will note on the transparency and handout, the researchers at *Put Reading First* had the following to say:

- **Systematic and explicit phonics instruction significantly improves kindergarten and first-grade students' word recognition and spelling:**

    Systematic phonics instruction produces the greatest impact on students' reading achievement when it begins in kindergarten or first grade.

    Both kindergarten and first-grade students who receive systematic phonics instruction are better at reading and spelling words than kindergarten and first-grade students who do not receive systematic instruction.

- **Systematic and explicit phonics instruction significantly improves children's reading comprehension:**

    Systematic phonics instruction results in better growth in students' ability to comprehend what they read than non-systematic or no phonics instruction. This is not surprising, because the ability to read the words in a text accurately and quickly is highly related to successful reading comprehension.

- **Systematic and explicit phonics instruction is effective for students from various social and economic levels:**

    Systematic phonics instruction is beneficial to students regardless of their socioeconomic status. It helps students from various backgrounds make greater gains in reading than non-systematic instruction or no phonics instruction.

- **Systematic and explicit phonics instruction is particularly beneficial for students who are having difficulty learning to read and who are at risk for developing future reading problems:**

    Systematic phonics instruction is significantly more effective than non-systematic or no phonics instruction in helping prevent reading difficulties among at-risk students and in helping students overcome reading difficulties.

- **Systematic and explicit phonics instruction is most effective when introduced early:**

    Phonics instruction is most effective when it begins in kindergarten or first grade. To be effective with young learners, systematic instruction must be designed appropriately and taught carefully. It should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. And it should ensure that all students learn these skills. As instruction proceeds, students should be taught to use this knowledge to read and write words.

- **Phonics instruction is not an entire reading program for beginning readers:**

    Along with phonics instruction, young students should be solidifying their knowledge of the alphabet, engaging in phonemic awareness activities, and listening to stories and informational texts read aloud to them. They should also be reading texts (both out loud and silently), and writing letters, words, messages, and stories.

The above information is helpful in explaining the importance of direct and systematic teaching of phonics skills for the best possible learning results. At this point, paraeducators may be asking, "How do I know if my school teaches phonics in a direct and systematic way?" As we found when learning about phonological awareness, there is a scope and sequence for teaching and learning in the reading process. The same is true of phonics. Later in this module we will be reviewing a scope and sequence for phonics skills.

To determine whether a school or classroom phonics program is systematic and explicit, you would have to be able to confirm the following:

> The program:
> - has clearly identified letter-sound relationships
>   - ▲ how to break spoken words into sounds
>   - ▲ how to blend sounds to form words
> - introduces these relationships into a logical instructional sequence
>   - ▲ helps the student understand the relationships between letters and sounds

- provides students with ample opportunities to practice the relation-
  ships they are learning, which in turn:
  - ▲ helps students apply their knowledge of phonics as they read
    words, sentences, and text
  - ▲ helps students apply what they learn about sounds and letters to
    their own writing
  - ▲ can be adapted to the needs of individual students, based on
    assessments
  - ▲ includes:
    - ✓ alphabetic knowledge
    - ✓ phonemic awareness
    - ✓ vocabulary development
    - ✓ reading of text
    - ✓ continued systematic phonics instruction

Goal 2: Explain what is meant by "alphabetic code."2.

2.1 Lecture

In Module A we learned that the first step in laying the foundation for good reading is
direct and systematic teaching of phonemic awareness. Another step in laying this
important foundation that can be taught at the same time is to teach the alphabetic code.
Use **Alphabetic Code** transparency **(T6)**. Remind participants to look for this defini-
tion in the **Definition of Terms** handout **(H5)** provided in Module A.

Alphabetic Code

The alphabetic code refers to the letter-sound relationships within our alpha-
betic language. It is what phonics (the system of rules) is based upon.

Our written language system is a system of representing spoken language with writ-
ten alphabetic symbols. To read what has been written, we must know the correspon-
dences between written symbols and the speech sounds that they represent. In other
words, we must know the alphabetic-phonetic code. For every sound we produce
orally when we speak, there is a corresponding symbol or symbols that represent that
sound; again, *mapping our speech to print*. As we learned earlier, the individual
speech sound that we hear is called a phoneme. Since we cannot "write a sound," we
have to use letters or symbols to represent the sounds.

The written representation for a sound is called a **grapheme.** (Remind participants to
use their definitions handout.) A way to help remember this term is to think of the use
of the word "graphics." We use graphics frequently when we use computers, for exam-
ple. We often hear someone say "I need a good graphic to illustrate this point in my

presentation." A graphic is a picture that represents a thought or concept. A **grapheme** is a symbol/letter or series of letters that represent a sound. (Remind attendees to look again at their handout of the 44 sounds of English, making note that some of the sounds are represented by letter and symbol configurations that we do not commonly use when reading or writing in English, a sort of graphic representation.)

Other important points:
- The concept of alphabetic code is not an English language phenomenon. That is, it is not *unique* to the English language. **All** languages that use print have an alphabetic code. This is critically important to consider when working with students who are second-language learners. We should try to have accurate information regarding the literacy skills students may have had in their first language; the carry-over to second-language acquisition could be critical.
- **Second-language learners do not have to understand the code of the second language to begin learning to read words.** For those learners, the processes of phonemic awareness and phonics can happen coincidentally to beginning to learn to read the actual words of a second language.
- The point above may also be true of students who have developmental disabilities. In some instances, students may not have the ability to generalize the information gathered phonetically to actual words and may need to be taught from a more rote learning perspective. Many students with developmental disabilities begin to use phonetic clues to reading after they have amassed a "bank" of words learned through rote presentation and practice. For example, they may learn five words from a list that begin with the letter *r*. Upon encountering a new word beginning with *r*, they may guess and identify it as one of the words they already know, reexamine the word, and use the beginning sound /r/ to attempt to read it.

2.2 Activity: Code Breaking

Paraeducators will participate in an activity about sound-symbol relationships.

The following activity is designed to help paraeducators see the alphabetic principle from the perspective of a young student and to become more comfortable with the term "grapheme." Symbols or graphemes will be used to represent the sound-symbol relationship of several letters of the alphabet. The symbol or grapheme for *p* will be ^. The symbol or grapheme for *a* will be #. The symbol or grapheme for *t* will be *. Because an attempt is being made to increase the paraeducator's perspective regarding this critical and early process, make sure you **do not** write the letters *p, a*, or *t* on the board or overhead to represent the symbol that indicates the sounds being used.

*Note to Instructor: In the following activity it is important that as paraeducators learn how to assist students in sounding out words that they **do not attach schwa sounds** to the letter sounds. Example: the sound for letter *p* is /p/, not /puh/. Make sure that the /uh/ is cut off and **not used** as part of the letter sound. Many

teachers say the sounds this way because they think it helps clarify the sound for the student. However, some students begin to incorporate the /u/ into their spelling and reading so that a three-sound word like *bat* becomes a five-sound word and is harder to blend: /b/u/a/t/u/.

2.2.1 Steps

- Use the symbols ^, #, and *. Write the symbols on the board or on the overhead.
- Explain to the class that they are going to experience kindergarten or first grade all over again. They will learn some symbols or graphemes that represent the sounds they are hearing in their daily language. Since they are experiencing class as young students, they should be instructed to **not** take notes at this point. They should just listen and interact as directed.
- Tell the class that the first sound for which they will learn a symbol or letter is the sound /p/. The sound /p/ is represented by the grapheme/symbol ^. The name for this symbol is *p*. (Say the name but do not write it.)
- Underline the symbol ^ on the board. Ask class members to draw the **symbol** in the air as they make the sound. Say it together: "*p, p* says /p/."
- Explain that the process will be accelerated and would not be taught with this speed in a primary classroom. Participants should pretend that at this point they have been taught the sound-symbol relationship for many or all letters of the alphabet.
- Next teach the sound-symbol relationship for the sound /t/. The letter/grapheme that represents the sound /t/ is *. The name for this symbol is *t*. Underline the letter/symbol on the board. Write the letter/grapheme again. Say it together: "*t, t* says /t/." Ask class members to draw the **symbol** in the air as they are saying it.
- The last letter to be presented is the letter that says /aah/ (as in caaaat). The letter/grapheme that represents the sound /a/ is #. The name for this symbol is *a*. Underline the letter/symbol on the board. Write the letter/grapheme again.   Say it together: "*a, a* says /a/." Ask class members to draw the **symbol** in the air as they are saying it.
- Next, ask participants to look at the symbols written on the board. Rewrite the symbols in the order of ^ … # … *. Put a space between each symbol so that they are clearly separate. Ask class members to say the letter name of each symbol: *p……a……t.*
- Now ask the class members to say the sound that each letter makes: /p/…/a/…/t/. Then, say the sounds more quickly and close together. Finally, say the name of the word that is being represented, /p/, /a/, /t/...pat.
- Repeat the above activity with the letter/symbols in different order, t-a-p and a-p-t.
- After completing this activity, ask for responses from the group about the

use of the symbols for known letters. Specifically, ask the participants to reflect about:

1. The small learning curve they experienced with this small amount of new learning.
2. What does this tell them about students at this early level?

Guided responses may include:

▲ The need for frequent practice to learn important information: the sound-symbol relationship of individual sounds, mapping to print.

▲ The difficulty of thinking about a sound and picturing it as the representative symbol so that it can be mapped to print.

▲ If students do not accurately master this early skill, what is the likelihood of them becoming good readers?

▲ If students do not master this skill early on, when are they going to master it? (Remind participants of the research they have already looked at – it is not likely that the student will ever master it.)

▲ The alphabetic code is highly critical even though it seems like such a simple thing. Often it is taken for granted that students have such fundamental skills.

2.3 Discussion: Using the "Code"

Discuss the word "decoding" and how it relates to the activity of "Code Breaking."

Use **Decoding** transparency **(T7)**. Ask participants how many of them have heard teachers use the word "decoding" as they discuss the literacy needs of students in their classroom. Ask participants to give examples of how they have heard the term used in classrooms. Record responses on the transparency. After receiving responses from several class members, ask them to make the connection between the term "decoding" and the term "alphabetic code." You are looking for responses that indicate that participants have made the connection between understanding that language has an alphabetic **code** and that we use the rules of the code to help us change written words to spoken words. When we are looking at the printed word, using the rules we have learned and breaking the word into the recognizable parts, we are actively **decoding.** So, the term "alphabetic code" leads directly to the term "decoding."

Goal 3: Apply learning regarding decoding skills.

3.1 Lecture: The Importance of Decoding Skills

Use **Decoding – A Definition** transparency **(T8)**.

Decoding – A Definition

> Decoding refers to the process of changing printed words to spoken words. This generally occurs when the reader maps a sound onto each letter or spelling pattern in the words. It can also occur when the reader applies sight-word recognition, structural analysis, and context clues. (Blevins, 2001)

As discussed previously, the English language is an alphabetically based language. Because it is alphabetic, **decoding is an essential and primary means of recognizing words**. Another reading strategy for recognizing words is simply memorization, or rote reading ability. However, there are too many words in the English language to rely on memorization as a primary word identification strategy.

Wiley Blevins, in his book *Teaching Phonics and Word Study in the Intermediate Grades, A Complete Sourcebook (2001),* says that there are specific stages to decoding. Use **The Stages of Decoding** transparency and handout **(T9/H4)**. Blevins names and describes the stages as follows.

The Stages of Decoding

1. **Selective-cue stage:** Readers learn about the purposes of print. A variety of activities help students learn these purposes. Activities include labeling objects in the student's environment, reading aloud books with good illustrations, and setting up reading groups that use highly predictive patterned books. To read words at this stage students typically rely on three cues:
    a. *random cues*, any type of visual cue that the student self-determines and uses to help remember a word. An example could be a smudge randomly placed on the page next to the word.
    b. *environmental cues,* the student remembers where the word was written on the page, the bulletin board, or somewhere in the environment.
    c. *distinctive letters,* the student uses the shape of the letter within a word to help remember the word, such as the *m*'s in mommy.

2. **Spelling-sound stage:** At this stage the learner focuses on the phonics cues to learn the sound-spelling relationships and the need to pay attention to each letter in a word. Students learn to blend words and make good use of their increased knowledge of the sound-spelling relationships. Instruction in phonics plays a crucial role at this stage.

3. **Automatic stage:** The learner uses several cues at this stage, including the context of the reading material and phonics cues. This is the stage where readers develop fluency; that is, they are able to decode with accuracy and speed. As readers become more and more fluent, they are increasingly able to focus on the meaning of more and more complex material rather than on the mechanics of reading.

In the review of the information listed above, also include the following:

- **The selective-cue stage is a critical stage for second-language learners**. It should be acknowledged and supported. Second-language learners will use as many cues as possible to assist them in learning to read the language until their skills with the second language are developed to such a point that the need for this type of cue is less likely. This relates to the information presented regarding alphabetic code: **second-language learners do not need to be fluent with the alphabetic code of a language before they are able to begin to read or recognize words.**

- **The automatic stage is the critical stage that all students must arrive at to fully benefit from learning opportunities.** This is the stage at which the learner experiences fluency or "automaticity" in reading; that is, he or she is able to automatically (quickly, fluently, and without effort) decode words. It is critical to ensure that students reach this stage by the end of third grade. This does not mean that the student is fluent with reading materials at a level higher than third grade but that the student is highly fluent with grade-level materials. It has often been said that by fourth grade students have stopped "learning to read" and are beginning to "read to learn." If they are still struggling with the reading process at this point, it is highly unlikely that they will be able to access information through reading at the same level as peers who are fluent readers.

3.2 Lecture: What Does a Lack of Alphabetic Understanding Look Like? Making a Connection

Frequently, paraeducators are assigned to assist students who are not doing as well in the area of literacy as their peers. Though the teachers they are working for may have a clear picture of the literacy needs of individual students, the paraeducators may not. Use **Core Deficit** transparency **(T10)**. Remind participants of the meaning of "core deficit" and of the information they covered in Module B. Ask them to refer to their definitions handout. This learning is critical to assisting students with decoding skills.

Core Deficit

Core deficits are deficits in phonological processing and awareness, and refer to deficits in the most important aspects of learning reading skills. Most students who have a core deficit are not able to:
- segment
- blend
- manipulate phonemes

Students with a core deficit, a deficit in phonological processing and aware-
ness, are seen as having difficulty with:
- learning rhymes
- "hearing" sounds properly
- segmenting words into syllables and/or individual sound units
  (phonemes)
- manipulating phonemes
- recognizing words with common phonemes

As we learned in Module B, for some students the core deficit of phonemic aware-
ness lies in the ability to identify and reflect on the phonemes within words and then
being able to manipulate, segment, and blend those phonemes. These students have a
weakness at the auditory or phonological level and are struggling at that level. When
they are exposed to print, they are expected to be able to manipulate, segment, and
blend within words the letters representing sounds that they were struggling with at
the most basic level. When working at the phonics level, it is evident that these same
students lack alphabetic understanding.

3.3 Activity: Putting the Puzzle Together

Participants will engage in an activity that will allow them to put together previously
learned information with real-life scenarios of students in classrooms. Keep in mind
that this activity could easily take up to 30 minutes.

3.3.1 Steps

- Divide the class into small groups of three to four participants.
- Use **Students Who Lack Alphabetic Understanding** transparency **(T11)**
  and **Making the Connection** handout **(H5)**. (Use one set of handouts per
  group that **you have cut in half and mixed-up prior to the activity**.)
- Explain that the groups are to read each of the seven case studies provided
  in the handouts and match them to the descriptor of "Students who lack
  alphabetic understanding cannot …"
- **After completing the activity,** make sure that each participant gets a copy
  of the **Students Who Lack Alphabetic Understanding** handout **(H6)**. It
  includes a review of all components of the activity.

Students who lack alphabetic understanding:
1. **cannot understand that words are composed of letters.** (The student views
   each word as a picture. This is like "logographic reading;" e.g., Pizza Hut,
   McDonald's. When the word is one she hasn't seen before, the student has no
   strategy for figuring it out.)

> *Chloe is a first-grade student who seems to have problems with reading. She occasionally surprises everyone when she "out of the blue" reads a word that hasn't been taught before. Last week she read the word "pizza" when she saw it on the board but could not identify any of the other words that she heard in a list that began with /p/.*

2. **cannot associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound.** (The student might guess at words based on the context rather than trying to sound it out, or might know that sounds are part of words but has not mastered the correct sound-symbol relationships).

   > *Francisco is having trouble in reading groups. He is also a first-grade student and, much like Chloe, seems to be able to read some things but not others. Recently, he seemed to be doing well with books like Brown Bear, Brown Bear and with several different Big Books. However, when working in centers, he was not able to read sentences on his worksheets that are the same as the ones he seemed to be able to read in small groups.*

3. **cannot identify a word based on a sequence of letter-sound correspondences.** (For example, students do not recognize that *mat* is made up of three letter-sound correspondences /m/ /a/ /t/).

   > *Lately the paraeducator in Chung's classroom has noticed that she is able to identify the beginning sounds in some of the words she is encountering in reading group, but when encouraged to listen for the next sound in the word or to point to the next letter and try to sound it out, she flounders and doesn't seem to know what to do.*

4. **cannot blend letter-sound correspondences to identify decodable words.** (Students can segment and isolate sounds, but by the time they reach the end of the word, they may have forgotten the beginning and cannot blend back together again.)

   > *Shana is working with Mrs. Chopra in a small reading group in second grade. Mrs. Chopra says that "Shana has really good skills around identifying the different sounds that letters can make. It seems to work pretty well for her with words that we have covered many times in class, but not when she encounters new words. She starts to sound it out, but by the time she gets to the end of the word, it's as though she doesn't remember the sounds she made at the beginning of the word and can't come up with a word."*

5. **cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound.** (They have difficulty going from: *hill* to *pill* to *mill* and recognize that the pattern stays the same. Students sound every word out without being able to back off and see the pattern.)

Khalil is a third-grade student who has "always had trouble with reading." This week the class was working on writing a poem. Khalil worked in a small group that wrote a poem using rhyming words. As he read the poem, he sounded out every single word that he was not really familiar with, even the ones at the end of each line that rhymed with the word just above it on the page. The teacher gave the class a list of "word families" to help with the project, but Khalil did not use the list and seemed confused when encouraged to do so.

6. **cannot read pseudowords (e.g., *tup*) with reasonable speed.** (The child has primarily been using sight reading as a strategy, so when presented with an unfamiliar word or a pseudoword, she doesn't have a strategy for decoding.)

A paraeducator working in second grade reports: "Jonathon seems to have a lot of words that he can read pretty quickly and accurately. However, whenever new words are introduced or when he encounters a word in his independent reading that we haven't covered in class, he doesn't seem to know what to do. When I help him sound it out, he does okay with the word after that, but on his own he doesn't try to sound out new words. I have to help him every time. You should see him with nonsense words. Recently in an activity using word families the teacher threw in a few nonsense words to see what the kids in the reading group would do. Jonathon never did get that they were nonsense words."

7. **cannot use knowledge of letter-sound correspondences to spell words.** (The child has weak phonemic awareness, which is apparent in his writing because he leaves out sounds, such as the internal part of a blend; for example, he spells *list* as *lit* or *black* as *back*.)

Jamal's teacher had the following to say: "Jamal is a fourth-grade student who produces average school work even though he is really bright and articulate when we are discussing things in class. Even though I think that he is really sharp, when it comes to writing he just doesn't seem like the same kid. He misses lots of letters within a word. He does fine on spelling tests, but in his daily writing he has lots of problems. His previous teachers say that he has always been weak when it comes to writing; he makes lots of spelling errors. The funny thing is that he does really well in math."

3.4 Lecture: Critical Alphabetic Principle Skills That Students Should Learn

There are three critical alphabetic principle skills that students should learn. Use **Critical Alphabetic Principle Skills** transparency **(T12)**. After the class has defined these principles, they will examine and apply activities that support the teaching of these principles.

Critical Alphabetic Principle Skills

1. Letter-Sound Correspondences
2. Sounding out Words
3. Reading Connected Text

Letter-Sound Correspondences

Remind participants to use the definitions handout to record information and notes. Use **Letter-Sound Correspondences** transparency **(T13)**. Review the definition of the term.

> **Letter-Sound Correspondences**
>
> Letter-sound correspondences are also referred to as the sound-spelling relationship. It refers to the relationship between the phoneme (the individual sound) and the grapheme (the letter or spelling representing the sound) that represents it in writing. Some of these relationships are predictable. That is, they have reliable or dependable spellings, being spelled exactly as they sound. Other relationships are not dependable or predictable, such as the spelling of the /f/ sound, sometimes represented as an *f* at other times as a *ph*.

The following information will deal specifically with teaching strategies for instruction in letter-sound correspondences.

Use **Critical Features of Teaching Sound-Letter Correspondence** transparency and handout **(T14/H7)**. Explain that some critical features of teaching letter-sound correspondence include the following:

> **Critical Features of Teaching Sound-Letter Correspondence**
>
> - Teach the skill directly.
> - Use consistent and brief wording.
> - Use an "I do, we do, you do" model of first demonstrating the skill, performing it together, and then asking the students to perform it on their own.
> - Teach simple concepts first. Then go on to more complex tasks and concepts.
> - When students can identify four to six letter-sound correspondences within 2 seconds each, include these letter-sound correspondences in single-syllable, consonant-vowel-consonant (CVC) decodable words.
> - Include lots of cumulative review, constantly checking back to make sure students have retained the skill over time until they are at a mastery level.

Some letters are referred to as having *continuous sound*. This means that the sound they make can be extended, such as /mmmm/ or /eeeeee/ (as in Ed), or /vvvvv/. Other letters have a sound feature of a *stopped sound*. This means the sound comes out in one small burst and is not easily extended, such as the /b/ sound in the word *bat*, or /t/ as in *top*.

3.5 Activity: Using a Sound Production Chart

Participants will use a sound production chart to familiarize themselves with continuous and stopped sounds.

It is critical that paraeducators pay particular attention to this activity as they are often the first persons who assist a student in applying skills in "sounding out a word." If the paraeducator is not accurate, he may teach the student inaccurately. In fact, the individual sounds of the letters are often taught inaccurately. Skills in assisting students with continuous or stopped sounds are especially important and should therefore be looked at closely.

3.5.1 Steps

- Use **Sound Production** transparency **(T15)**.
- Supply participants with **Sound Production Chart** handout **(H8)**.
- Divide the class into pairs.
- Direct each pair to review the chart and create a list of three to four words that represent each pronunciation of a sound using the specific sound feature that is listed with each sound.
- Encourage participants to say each word out loud, experimenting with the continuous or stopped feature of the sound.

After completion of the above activity, proceed with the example teaching plan listed below.

Use **Sound-Letter Correspondence in Action** transparency and handout **(T16/H9)**.

Sound-Letter Correspondence in Action

Example: A teacher is working with a small group of students who are just beginning to learn sound-letter correspondence. Her focus for several days is the sound-letter correspondence for the letters *s*, and *m*. She teaches using the following steps:

- The teacher has chosen letters that do not sound alike or look alike. Since the students articulate the sounds differently, they are not as likely to be confused. (For instance, it would not be good to work on *i* and *e* together because they sound alike, or *b* and *d* together because they look very similar.)

- The teacher points to letter *m* on board.
- The teacher says, "The sound of this letter is /mmmmm/. Tell me the sound of this letter." Students repeat the sound of the letter.
- The teacher points to individual students in the group and asks them to say the sound of the letter. Using "I do, we do, you do."
- The teacher is using the letters *s, l*, and *m* because it is best to introduce some continuous sounds early. Continuous sounds are easiest to blend; for example, ssssssaaaammmmm, mmmmmiiiissss.
- The teacher has also introduced these letters first because they can be used to build many words that are CVC, and decodable (for example, sam, sat, mat, mad, sad, tam, dad, etc.).

3.6 Activity: Practice Teaching

Participants will practice teaching skills of sound-letter correspondence.

3.6.1 Steps:

- divide class into small groups of four to five
- instruct them to take turns being the "teacher" and "students"
- instruct them to use the steps listed above and "teach" some of the letter-sounds listed in the sound production chart
- Use **Shared Learning** transparency **(T17)**. As the groups finish, ask them to share ideas with each other, considering:
  ▲ What have you learned?
  ▲ Who will you use this learning with?
  ▲ How will you use what you have learned?
  ▲ What effect do you think it will have with students?
- Regroup as a class and share the learnings discussed in small groups.

3.7 Lecture: Teaching Strategies

The first strategy that will be reviewed here is one for sounding out words. There are some important features to instruction in sounding out words. Use **Critical Features of Instruction in Sounding out Words** transparency and handout **(T18/H10)**. Discuss the following features with the class:

Sounding out Words

Important features of the instruction:

- Use words that have continuous sounds. This makes it easier for students to *orally produce each sound* in a word and *sustain that sound* as they progress to the next. Continuous sounds are easiest to blend – mmmaaannn.

- Teach students to *put the sounds together* to make a whole word. This is called *blending or recoding* the word.
- Work toward the goal that eventually students will be able to *sound out the letter-sound correspondences "in their head"* or silently, and then produce the whole word.
- Give lots of *meaningful practice opportunities* to lead to mastery and fluency in the sounds, decoding and recoding of words.
- *Use an "I do, we do, you do" model*. Demonstrate first, do it together with the student, and then ask the student to do it on his own.

Besides the above important features for instruction in sounding out words, there are several strategies that increase the likelihood of student learning; these are techniques/strategies that paraeducators should consistently use when assisting students to sound out words. In many ways, these strategies are the same as or similar to the features reviewed above.

The following is an example of a teaching strategy for sounding out words. Use **Teaching Strategy for Sounding out Words** handout **(H11)**.

Teaching Strategy for Sounding out Words

Example: (Teacher points to the word *map* on the board, touches under each sound as the students sound it out, and slashes finger under the word as students say it fast.) "Sound it out" (/mmmmmmmmaaaaaaaap/). "Say it fast" (*map*).

- read from left to right, simple, unfamiliar regular words
- generate the sounds for all letters
- blend sounds into recognizable words

Another strategy that needs to be reviewed is the strategy for reading connected text. Remind participants to use their definitions handout received earlier in the Academy to review the meaning of "connected text." Use **Connected Text** transparency **(T19)**.

Connected Text

Words are put together into phrases and sentences that have meaning. Students develop the concept that reading is not just identifying words in isolation but that print can have purpose and meaning.

The following are strategies and features of instruction for assisting students as they begin to read connected text. Use **Teaching Strategies for Reading Connected Text** transparency and handout **(T20/H12)**.

Teaching Strategies for Reading Connected Text

- Prepare learners to read passages to communicate that print has purpose and meaning.

- Once students can accurately decode CDV and VC word types, introduce words in short, highly controlled passages.

Important features of the instruction:

- Make sure that students can read the words in lists at a rate of one word per 3 seconds.
- Include only words students can decode in passages.
- If sight words (irregular words) are included, only introduce a few and make sure that they are directly taught with opportunities to practice.
- Include repeated opportunities to read passages to develop accuracy and fluency.
- Build connections between sounding out the words in lists and reading those words in passages.
- Reduce the time for sight reading words from 3 seconds to 2 seconds to 1.5 seconds.

In the above discussion the term "irregular words" was introduced. For some attendees, that term may be unfamiliar. In simple language, an irregular word is a word that does not "play by the rules." Use **Irregular Word** transparency **(T21)**.

Irregular Word

A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word.
(Kame'enui et al., 2001)

Decoding words in reading is usually a highly reliable strategy and works for a majority of the words the reader might encounter. However, there are some words in English that do not conform to the typical decoding strategies. These words are "irregular." Common irregular words include *the*, *was*, *night*, etc. These words must be taught as rote.

The most critical point when dealing with irregular words is: **to strengthen students' reliance on the decoding strategy and the importance of the strategy, and to decrease "guessing" words. It is important to NOT introduce irregular words until the student can reliably decode words at a rate**

of one letter-sound per second. At this point irregular words may be introduced on a limited scale. **The key to teaching irregular word recognition** is not in how to teach the words. The procedure is simple. The critical considerations are **how many to introduce and how often to review them.**

Goal 4: Demonstrate use of a scope and sequence in phonics instruction.

4.1 Lecture: Scope and Sequence of Phonics Skills

Just as reviewed earlier in the Academy with regard to phonological awareness, there is a scope and sequence for teaching reading skills supported by strong phonics. Phonological awareness is the central and foundational skill area that phonics is based upon, and so is part of the scope and sequence. Many of the components in the scope and sequence have already been reviewed in the Academy; others will be new. Use **Phonics Scope and Sequence** handout **(H13)**.

Phonics Scope and Sequence

Step 1:
Kindergarten
- ✓ Phonological awareness (see developmental continuum for sequence)
- ✓ Alphabet knowledge – letter recognition/building connections between sound and symbol
- ✓ Concepts of print
- ✓ Initial blending of sounds
- ✓ Oral comprehension, including visualization and connection to text
- ✓ Vocabulary development

Step 2:
Grade 1
- ✓ Phonological awareness with an emphasis at the phoneme level
- ✓ Alphabetic code – sounds/symbols – regular review of:
  - ▲ Consonants
  - ▲ Short vowels (/a/e/i/o/u/)
- ✓ Beginning reading with CVC pattern words
- ✓ Tracking activities with real and nonsense words
- ✓ Spelling and writing activities integrated with reading "word work"
- ✓ Beginning sight words
- ✓ Continuing the alphabetic code – regular review of:
  - ▲ Consonant digraphs (sh, ch, th, wh)
  - ▲ Magic *e*
  - ▲ Long vowel patterns that play fair (ai, ay, ea, ee, oa, ow)
  - ▲ Bossy *r* – /er/ir/ur/ar/or/ (*r* controlled)

▲ Diphthongs – /oi/oy/ou/ow/ and vowel variants – /oo/au/aw/
▲ Reading comprehension strategies and activities
▲ Text reading in decodable text
▲ Beginning word study – endings such as plural *s*, *ed*, and *ing*
▲ Vocabulary development
▲ Fluency activities

Step 3:
Grades 2-3
✓ Review of skills in Step 2 (grade 1)
✓ Phonemic awareness activities as needed to support reading
✓ Alphabetic code continues with emphasis on less regular vowel pairs, using ongoing review
✓ Multisyllable word reading; begin to teach common syllable patterns with two-syllable words and progress to longer words that play fair
✓ Tracking activities with real and nonsense words
✓ Spelling and writing activities integrated with reading "word work"
✓ Text reading in decodable text
  ▲ Reading comprehension strategies and activities
  ▲ Beginning word study – prefixes and suffixes
  ▲ Vocabulary development
  ▲ Fluency activities

Step 4:
Grades 4-8
✓ Review of concepts from Step 3 (grades 2-3)
✓ Alphabetic code – less frequent vowel pairs and alternative spellings
✓ Multisyllable reading – study of all syllable types and practice with more difficult words – syllable tracking
✓ Spelling and writing activities integrated with reading "word work"
✓ Text reading at instructional level
✓ Word study – continued study of prefixes, suffixes, and root words
  ▲ Reading comprehension strategies and activities
  ▲ Vocabulary development
  ▲ Fluency activities

(Dodson & Peyton, 2001)

After reviewing the scope and sequence, allow time for questions and answers regarding the content of the scope and sequence chart.

4.2 Activity: Survey of Knowledge from Module A

The last activity in the Academy will be to use the **Survey of Knowledge** handout **(H2)** that attendees filled out at the beginning of Module A. This will be a self-reflective activity and should not take more than 20 minutes.

Steps 4.2.1

- Return the **Survey of Knowledge** handouts to individual students.
- Ask the class to review their responses from the beginning of the Academy.
- Next, ask them to take some time to think about their current knowledge base and then write a personal reflection about what they now know compared to when they started. They may review their notes and handouts if they wish.
- Students will keep the handout; it does not need to be returned to the instructor.

After completing the "Survey of Knowledge" activity, end the Academy presentation with the following closing remarks.

- Phonics is a critical element of reading. It is the written code of our language. Teaching it directly and systematically will improve students' ability to have control over their knowledge of our written language, and will translate into better reading and spelling.
- Phonics instruction is not an end in itself, but another foundational piece that, when put in place, leads to more stable and proficient reading. Children with good phonics skills have better reading comprehension. We read to understand – that is the goal of reading. However, teaching comprehension strategies alone, without the foundation in the structure of our language, will not make children good "comprehenders" of our language. They need all five essential components of reading to get there (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Phonics is an important key!

4.3 Final Assessment

Paraeducators will <u>use their notes and handouts</u> to assist them in an assessment of the Assisting with Phonemic Awareness and Phonics in the Classroom Academy.

Distribute the **Assisting with Phonemic Awareness and Phonics in the Classroom Assignment** handout **(AH)** to the participants. Allow **60 minutes** for the assessment. Use the following answers and the grading rubric to assist in grading the assessment.

Instructor Grading Key
Grading is recorded and based upon an individual total of <u>**100**</u> possible points assigned as follows:

Assign the following point value per answer when grading:

True and False
1. False (5 points)
2. False (5 points)
3. True (5 points)
4. True (5 points)
5. False (5 points)

Multiple Choice
6. C (5 points)
7. D (5 points)
8. B (5 points)
9. A (5 points)
10. C (5 points)

Definitions/Short Answers
11. **Core Deficit:** 8 points (<u>must have all three parts</u> to get 8 points, 0 points for a partially correct answer)
Answer: segment, blend, and/or manipulate phonemes
12. **Critical Features:**
Answer: any four of the following (3 points per answer, 12 points total for the question):
    * skill should be taught directly
    * reaching should use consistent and brief wording
    * should use "I do, we do, you do" model
    * reach simple concepts first
    * after students can identify 4-6 letter-sound correspondences within 2 seconds each, the letter-sounds should be included in single-syllable consonant-vowel-consonant (c-v-c) decodable words
    * should include much cumulative review
    * teach continuous or stopped sounds as appropriate to the sound being taught
13. **Three Research-Based Facts:**
Any three of the following (3 points per answer, 9 points total for the question):
    * significantly improves kindergarten and first-grade student word recognition and spelling
    * significantly improves student's reading comprehension
    * is effective for students from various social and economic levels
    * is particularly beneficial for students who are having difficulty learning to read and who are at risk for future reading problems
    * is most effective when introduced early
    * is not an entire reading program for beginning readers

14. **Characteristics:** seven answers (3 points each, 21 points total for the question)
Order of answers in "B. Characteristics" column:
7 (3 points)
1 (3 points)
2 (3 points)
6 (3 points)
4 (3 points)
3 (3 points)
5 (3points)

Module C
Handouts

Module Goals
Module C: Phonics and Alphabetic Understanding

The paraeducator will:

1. describe the direct and systematic teaching of phonics skills
2. explain what is meant by "alphabetic code"
3. apply learning regarding decoding skills
4. examine use of a scope and sequence in phonics instruction

The 44 Sounds of English

Consonant Sounds	Vowel Sounds
1. /b/ (ball)	26. /_/ (lake)
2. /d/ (done)	27. /_/ (meet)
3. /f/ (fast)	28. /_/ (hike)
4. /g/ (girl)	29. /_/ (moat)
5. /h/ (ham)	30. /yoo/ (tub̄e)
6. /j/ (jack)	31. /a/ (rat)
7. /k/ (kite)	32. /e/ (fed)
8. /l/ (lump)	33. /i/ (dish)
9. /m/ (mom)	34. /o/ (mock)
10. /n/ (neck)	35. /u/ (luck)
11. /p/ (pick)	36. /_/ (alarm)
12. /r/ (rose)	37. /â/ (hair)
13. /s/ (say)	38. /û/ (bird)
14. /t/ (tip)	39. /ä/ (far)
15. /v/ (vase)	40. /ô/ (mall)
16. /w/ (wall)	41. /oi/ (coy)
17. /y/ (yo-yo)	42. /ou/ (mouse)
18. /z/ (zebra)	43. /oo/ (lo͞on)
19. /ch/ (chunk)	44. /oo/ (to͝ok)
20. /sh/ (shake)	
21. /zh/ (treasure)	
22. /th/ (thump)	
23. /th/ (the)	
24. /hw/ (where)	
25. /ng/ (sting)	

Research and Phonics

Systematic and explicit phonics instruction:

- significantly improves kindergarten and first-grade students' word recognition and spelling

- significantly improves students' reading comprehension

- is effective for students from various social and economic levels

- is particularly beneficial for students who are having difficulty learning to read and who are at risk for future reading problems

- is most effective when introduced early

- is not an entire reading program for beginning readers

The Stages of Decoding

1. **Selective-cue stage:** Readers learn about the purposes of print. A variety of activities help students learn these purposes. Activities include labeling objects in the student's environment, reading aloud books with good illustrations, and setting up reading groups that use highly predictive patterned books. To read words at this stage students typically rely on three cues:
    a. *random cues*, any type of visual cue that the student self-determines and uses to help remember a word. An example could be a smudge randomly placed on the page next to the word.
    b. *environmental cues,* the student remembers where the word was written on the page, the bulletin board or somewhere in the environment
    c. *distinctive letters,* the student uses the shape of the letter within a word to help remember the word, such as the *m*'s in mommy.

2. **Spelling-sound stage:** At this stage the learner focuses on the phonics cues to learn the sound-spelling relationships and the need to pay attention to each letter in a word. Students learn to blend words and make good use of their increased knowledge of the sound-spelling relationships. Instruction in phonics plays a crucial role at this stage.

3. **Automatic stage:** The learner uses several cues, including the context of the reading material and phonics cues. This is the stage where readers develop fluency; that is, they decode with accuracy and speed. As the reader becomes more and more fluent, she is increasingly able to focus on the meaning of more and more complex material rather than on the mechanics of reading.

Making the Connection

Chloe is a first-grade student who seems to have problems with reading. She occasionally surprises everyone when she "out of the blue" reads a word that hasn't been taught in class. Last week she read the word "pizza" when she saw it on the board but could not identify any of the other words that she heard in a list that began with /p/.

cannot understand that words are composed of letters

(The student views each word as a picture. This is like "logographic reading." For example, Pizza Hut, McDonald's. When the word is one she hasn't seen before the student has no strategy for figuring it out.)

Making the Connection

Francisco is having trouble in reading groups. He is also a first-grade student and, much like Chloe, seems to be able to read some things. Recently he seemed to be doing well with books like Brown Bear, Brown Bear and with several different Big Books. However, when working in centers he was not able to read sentences on his worksheets that are the same as the ones he seemed to be able to read in small groups.

cannot associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound. (The student might guess at words based on the context rather than trying to sound it out, or might know that sounds are part of words but has not mastered the correct sound-symbol relationships.)

Making the Connection

Lately, the paraeducator in Chung's classroom has noticed that she is able to identify the beginning sounds in some of the words she is encountering in reading group, but when encouraged to listen for the next sound in the word or to point to the next letter and try to sound it out, she flounders and doesn't seem to know what to do.

cannot identify a word based on a sequence of letter-sound correspondences (For example, students do not recognize that "mat" is made up of three letter-sound correspondences /m/ /a/ /t/.)

Making the Connection

Shana is working with Mrs. Chopra in a small reading group in second grade. Mrs. Chopra says that "Shana has really good skills around identifying the different sounds that letters can make. It seems to work pretty well for her with words that we have covered many times in class but not when she encounters new words. She starts to sound it out but by the time she gets to the end of the word it's as though she doesn't remember the sounds she made at the beginning of the word and can't come up with a word."

cannot blend letter-sound correspondences to identify decodable words.
(The student can segment and isolate sounds, but by the time she has reached the end of the word, she may have forgotten the beginning and can't blend back together again.)

Making the Connection

Khalil is a third-grade student who has "always had trouble with reading." This week the class was working on writing a poem. Khalil worked in a small group that wrote a poem using rhyming words. As he was reading the poem, he sounded out every single word that he was not really familiar with, even the ones at the end of each line that rhymed with the word just above it on the page. The teacher gave the class a list of "word families" to help with the project, but Khalil did not use the list and seemed confused when encouraged to do so.

cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound.
(Students have difficulty going from: hill to pill to mill and recognize that the pattern stays the same. The child sounds every word out without being able to back off and see the pattern.)

Making the Connection

Jamal's teacher had the following to say: "Jamal is a fourth-grade student who produces average school work even though he is really bright and articulate when we are discussing things in class. Even though I think that he is really sharp, when it comes to writing he doesn't seem like the same kid. He misses lots of letters within a word. He does fine on spelling tests, but in his daily writing he has lots of problems. His previous teachers say that he has always been weak when it comes to writing; he makes lots of spelling errors. The funny thing is that he does really well in math."

cannot use knowledge of letter-sound correspondences to spell words.
(The child has weak phonemic awareness, which is apparent in his writing, because he leaves out sounds, such as the internal part of a blend; for example, he spells list as lit or black as back.)

Students Who Lack Alphabetic Understanding:

1. **cannot understand that words are composed of letters.** (The student views each word as a picture. This is like "logographic reading;" i.e., Pizza Hut, McDonald's. When the word is one she hasn't seen before, the student has no strategy for figuring it out.)

   > *Chloe is a first-grade student who seems to have problems with reading. She occasionally surprises everyone when she "out of the blue" reads a word that hasn't been taught in class. Last week she read the word pizza when she saw it on the board but could not identify any of the other words that she heard in a list that began with /p/.*

2. **cannot associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound.** (The student might guess at words based on the context rather than trying to sound it out, or might know that sounds are part of words but has not mastered the correct sound-symbol relationships.)

   > *Francisco is having trouble in reading groups. He is also a first-grade student and, much like Chloe, seems to be able to read some things. Recently, he seemed to be doing well with books like Brown Bear, Brown Bear and with several different Big Books. However, when working in centers he was not able to read sentences on his worksheets that are the same as the ones he seemed to be able to read in small groups.*

3. **cannot identify a word based on a sequence of letter-sound correspondences.** (For example, students do not recognize that *mat* is made up of three letter-sound correspondences /m/ /a/ /t/.)

   > *Lately the paraeducator in Chung's classroom has noticed that she is able to identify the beginning sounds in some of the words she is encountering in reading group, but when encouraged to listen for the next sound in the word or to point to the next letter and try to sound it out, she flounders and doesn't seem to know what to do.*

4. **cannot blend letter-sound correspondences to identify decodable words.** (Students can segment and isolate sounds, but by the time they reach the end of the word, they may have forgotten the beginning and can't blend back together again.)

   > *Shana is working with Mrs. Chopra in a small reading group in second grade. Mrs. Chopra says that "Shana has really good skills around identifying the different sounds that letters can make. It seems to work pretty well for her with words that we have covered many times in class, but not when she encounters new words. She starts to sound it out, but by the time she gets to the end of the word it's as though she doesn't remember the sounds she made at the beginning of the word and can't come up with a word."*

5. **cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound.** (Students have difficulty going from *hill* to *pill* to *mill* and recognize that the pattern stays the same. They sound every word out without being able to back off and see the pattern.)

> *Khalil is a third-grade student who has "always had trouble with reading." This week the class was working on writing a poem. Khalil worked in a small group that wrote a poem using rhyming words. As he read the poem, he sounded out every single word that he was not really familiar with, even the ones at the end of each line that rhymed with the word just above it on the page. The teacher gave the class a list of "word families" to help with the project, but Khalil did not use the list and seemed confused when encouraged to do so.*

6. **cannot read pseudowords (e.g., *tup*) with reasonable speed.** (The child has primarily been using sight reading as a strategy, so when presented with an unfamiliar word or a pseudoword, he doesn't have a strategy for decoding.)

> *A paraeducator working in second grade reports: "Jonathon seems to have a lot of words that he can read pretty quickly and accurately. However, whenever new words are introduced or when he encounters a word in his independent reading that we haven't covered in class, he doesn't seem to know what to do. When I help him sound it out, he does okay with the word after that, but on his own he doesn't try to sound out new words. I have to help him every time. You should see him with nonsense words. Recently in an activity using word families, the teacher threw in a few nonsense words to see what the kids in the reading group would do. Jonathon never did get that they were nonsense words."*

7. **cannot use knowledge of letter-sound correspondences to spell words.** (The child has weak phonemic awareness, which is apparent in his writing, because he leaves out sounds, such as the internal part of a blend; for example, he spells *list* as *lit* or *black* as *back*.)

> *Jamal's teacher had the following to say: "Jamal is a fourth-grade student who produces average school work even though he is really bright and articulate when we are discussing things in class. Even though I think that he is really sharp, when it comes to writing, he just doesn't seem like the same kid. He misses lots of letters within a word. He does fine on spelling tests, but in his daily writing he has lots of problems. His previous teachers say that he has always been weak when it comes to writing; he makes lots of spelling errors. The funny thing is that he does really well in math."*

Critical Features of Teaching
Sound-Letter Correspondence

- Teach the skill directly.

- Use consistent and brief wording.

- Use an "I do, we do, you do" model of first demonstrating the skill, performing it together, and then asking students to perform it on their own.

- Teach simple concepts first. Then go on to more complex tasks and concepts.

- When students can identify 4-6 letter-sound correspondences within 2 seconds each, include these letter-sound correspondences in single-syllable, consonant-vowel-consonant (CVC) decodable words.

- Include lots of cumulative review, constantly checking back to make sure students have retained the skill over time until they are at a mastery level.

Sound Production Chart

Sound	Pronunciation	Sound Feature
a	as in apple	continuous
b	as in bat	stop
c	as in cat	stop
d	as in dog	stop
e	as in Ed	continuous
f	as in fan	continuous
g	as in girl	stop
h	as in hat	continuous
i	as in itch	continuous
j	as in jump	stop
k	as in kick	stop
l	as in love	continuous
m	as in map	continuous
o	as in octopus	continuous
p	as in pig	stop
qu	as in quilt	stop
r	as in rabbit	continuous
s	as in stop	continuous
t	as in top	stop
u	as in umbrella	continuous
v	as in van	continuous

Sound	Pronunciation	Sound Feature
w	as in wiggle	continuous
x	as in fox	continuous
y	as in yes	continuous
z	as in zebra	continuous
th	as in that	continuous
th	as in this	continuous
sh	as in shoe	continuous
ch	as in cheese	stop
wh	as in whale	continuous
ai	as in brain	continuous
oa	as in boat	continuous
ee	as in bee	continuous
er,ir,ur	as in her, sir, fur	continuous
ar	as in car	continuous
or	as in for	continuous
au/aw	as in Paul/hawk	continuous
oi/oy	as in oil/toy	continuous
ew	as in chew	continuous

(Dodson & Peyton, 2004)

Sound-Letter
Correspondence in Action

Example: A teacher is working with a small group of students who are just beginning to learn sound-letter correspondence. Her focus for several days is the sound-letter correspondence for the letters *s*, and *m*. She teaches using the following steps:

- The teacher has chosen letters that do not sound alike or look alike. The students articulate the sounds differently and are not as likely to be confused. (For instance, it would not be good to work on *i* and *e* together because they sound alike, or *b* and *d* together because they look very similar.)

- The teacher points to letter *m* on board.

- The teacher says, "The sound of this letter is /mmmmm/. Tell me the sound of this letter." Students repeat the sound of the letter.

- The teacher points to individual students in the group and asks them to say the sound of the letter. Using "I do, we do, you do."

- The teacher is using the letters *s, l*, and *m* because it is best to introduce some continuous sounds early. Continuous sounds are easiest to blend; for example, sssssaaaammmmm, mmmmmiiiisssss.

- The teacher has also introduced these letters first because they can be used to build many words that are CVC, and decodable (for example, sam, sat, mat, mad, sad, tam, dad, etc.).

Critical Features of Instruction in Sounding out Words

Important features of the instruction:

1. Use words that have continuous sounds. This makes it easier for students to ***orally produce each sound*** in a word and ***sustain that sound*** as they progress to the next. Continuous sounds are easiest to blend – mmmaaannn.

2. Teach students to ***put the sounds together*** to make a whole word. This is called ***blending or recoding*** the word.

3. Work toward the goal that eventually students will be able to ***sound out the letter-sound correspondences "in their head"*** or silently, and then produce the whole word.

4. Give lots of ***meaningful practice opportunities*** to lead to mastery and fluency in the sounds, decoding and recoding of words.

5. ***Use an "I do, we do, you do" model.*** Demonstrate first, do it together with the student, and then ask the student to do it on his own.

Teaching Strategy for Sounding out Words

Example: (Teacher points to the word *map* on the board, touches under each sound as the students sound it out, and slashes finger under the word as students say it fast.) "Sound it out" (/mmmmmmmmmaaaaaaap/). "Say it fast" (*map*).

- read from left to right, simple, unfamiliar regular words

- generate the sounds for all letters

- blend sounds into recognizable words.

Teaching Strategies for Reading Connected Text

- A primary goal of beginning reading instruction is to prepare learners to read passages in order to communicate that print has purpose and meaning.

- Once students can accurately decode CVC and VC word types, these words should be introduced in short, highly controlled passages.

Important Features of the Instruction

- Make sure that students can read the words in lists at a rate of one word per 3 seconds.

- Include only words students can decode in passages.

- If sight words (irregular words) are included, only introduce a few and make sure that they are directly taught with opportunities to practice (e.g., was, said).

- Include repeated opportunities to read passages to develop accuracy and fluency.

- Build connections between sounding out the words in lists and reading those words in passages.

- Reduce the time for sight reading words from 3 seconds to 2 seconds to 1.5 seconds.

Phonics Scope and Sequence

Step 1:
Kindergarten
- ✓ Phonological awareness (see developmental continuum for sequence)
- ✓ Alphabet knowledge – letter recognition/building connections between sound and symbol
- ✓ Concepts of print
- ✓ Initial blending of sounds
- ✓ Oral comprehension, including visualization and connection to text
- ✓ Vocabulary development

Step 2:
Grade 1
- ✓ Phonological awareness with an emphasis at the phoneme level
- ✓ Alphabetic code – sounds/symbols – regular review of:
  - ▲ Consonants
  - ▲ Short vowels (/a/e/i/o/u/)
- ✓ Beginning reading with CVC pattern words
- ✓ Tracking activities with real and nonsense words
- ✓ Spelling and writing activities integrated with reading "word work"
- ✓ Beginning sight words
- ✓ Continuing the alphabetic code – regular review of:
  - ▲ Consonant digraphs (sh, ch, th, wh)
  - ▲ Magic *e*
  - ▲ Long vowel patterns that play fair (ai, ay, ea, ee, oa, ow)
  - ▲ Bossy *r* – /er/ir/ur/ar/or/ (*r* controlled)
  - ▲ Diphthongs – /oi/oy/ou/ow/ and vowel variants – /oo/au/aw/
  - ▲ Reading comprehension strategies and activities
  - ▲ Text reading in decodable text
  - ▲ Beginning word study – endings such as plural *s*, *ed*, and *ing*
  - ▲ Vocabulary development
  - ▲ Fluency activities

Step 3:
Grades 2-3
- ✓ Review of skills in Step 2 (grade 1)
- ✓ Phonemic awareness activities as needed to support reading
- ✓ Alphabetic code continues with emphasis on less regular vowel pairs, using ongoing review
- ✓ Multisyllable word reading; begin to teach common syllable patterns with two-syllable words and progress to longer words that play fair
- ✓ Tracking activities with real and nonsense words
- ✓ Spelling and writing activities integrated with reading "word work"
- ✓ Text reading in decodable text
    - ▲ Reading comprehension strategies and activities
    - ▲ Beginning word study – prefixes and suffixes
    - ▲ Vocabulary development
    - ▲ Fluency activities

Step 4:
Grades 4-8
- ✓ Review of concepts from Step 3 (grades 2-3)
- ✓ Alphabetic code – less frequent vowel pairs and alternative spellings
- ✓ Multisyllable reading – study of all syllable types and practice with more difficult words – syllable tracking
- ✓ Spelling and writing activities integrated with reading "word work"
- ✓ Text reading at instructional level
- ✓ Word study – continued study of prefixes, suffixes, and root words
    - ▲ Reading comprehension strategies and activities
    - ▲ Vocabulary development
    - ▲ Fluency activities

Module C
Transparencies

Module Goals

Module C: Phonics and Alphabetic Understanding

The paraeducator will:

1. describe the direct and systematic teaching of phonics skills

2. explain what is meant by "alphabetic code"

3. apply learning regarding decoding skills

4. examine use of a scope and sequence in phonics instruction

Phonics – A Definition

Phonics is a system of rules established to transfer our oral language to print. The transfer of oral language to print is also referred to as "mapping to print." Phonics is related to phonemic awareness because phonemic awareness deals with the sounds of language as it is spoken. As we map our language to print, we find that each sound relates directly to a letter or group of letters. An understanding of phonics is important for reading and spelling.

The 44 Sounds of English

Consonant Sounds

and

Vowel Sounds

Mapping to Print

The spelling of a word –
its letter sequence –
is a map of the pronunciation,
its phoneme sequence.
To learn to read words, we have to
understand this mapping.

Research and Phonics

Systematic and explicit phonics instruction:

- significantly improves kindergarten and first-grade students' word recognition and spelling

- significantly improves students' reading comprehension

- is effective for students from various social and economic levels

- is particularly beneficial for students who are having difficulty learning to read and who are at risk for future reading problems

- is most effective when introduced early

- is not an entire reading program for beginning readers

Alphabetic Code

The alphabetic code refers to the

letter-sound relationships within our

alphabetic language. It is what phonics

(the system of rules) is based upon.

Decoding

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Decoding – A Definition

Decoding refers to the process of changing printed words to spoken words. This generally occurs when the reader maps a sound onto each letter or spelling pattern in the words. It can also occur when the reader applies sight-word recognition, structural analysis, and context clues.

(Blevins, 2001)

The Stages of Decoding

- Selective – cue stage

- Spelling – sound stage

- Automatic stage

Core Deficit

Core deficits are deficits in phonological processing and awareness. Most students who have core deficit are not able to:

- segment
- blend/manipulate phonemes

Students with a core deficit have difficulty with:
- learning rhymes
- "hearing" sounds properly
- segmenting words into syllables and/or individual sound units (phonemes)
- manipulating phonemes
- recognizing words with common

Students Who Lack
Alphabetic Understanding:

1. cannot understand that words are composed of letters

2. cannot associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound

3. cannot identify a word based on a sequence of letter-sound correspondences

4. cannot blend letter-sound correspondences to identify decodable words

5. cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound

6. cannot read pseudowords

7. cannot use knowledge of letter-sound correspondences to spell words

Critical Alphabetic Principle Skills

1. Letter-Sound Correspondences

2. Sounding Out Words

3. Reading Connected Text

Letter-Sound Correspondences

Letter-sound correspondences are also referred to as the sound-spelling relationship. It refers to the relationship between the phoneme (the individual sound) and the grapheme (the letter or spelling representing the sound) that represents it in writing. Some of these relationships are predictable. That is, they have reliable or dependable spellings, being spelled exactly as they sound. Other relationships are not dependable or predictable, such as the spelling of the /f/ sound, sometimes represented as an *f* at other times as a *ph*.

Critical Features of Teaching
Sound-Letter Correspondence

- Teach directly.

- Use consistent and brief wording.

- Use "I do, we do, you do."

- Teach simple concepts first.

- After students have acquired 4-6 letter-sound correspondences, go to single-syllable, CVC, decodable words.

- Include lots of cumulative review.

Sound Production

Sound

Pronunciation

Sound Feature

Sound-Letter Correspondence in Action

Small-group teaching:

- Point out letters that do not sound alike or look alike.
- Point to letter on board.
- Say, "The sound of this letter is /mmmmm/. Tell me the sound of this letter."
- Have individual students in the group say the sound of the letter, using "I do, we do, you do."
- Remember that continuous sounds are easiest to blend.
- Build many words.

Shared Learning

Share ideas with each other, considering:

- What have you learned?

- Who will you use this learning with?

- How will you use what you have learned?

- What effect do you think it will have with students?

Features of Instruction
in
Sounding out Words

- Orally produce each sound and sustain that sound.

- Put sounds together, blending or recoding.

- Sound out the letter-sound correspondences "in the head."

- Meaningful practice opportunities.

- Use an "I do, we do, you do" model.

Connected Text

Words are put together into phrases and sentences that have meaning. Students develop the concept that reading is not just identifying words in isolation but that print can have purpose and meaning.

Teaching Strategies for Reading Connected Text

- Prepare learners to read passages.

- Introduce words in short, highly controlled passages.

Important Features

- Read words at a rate of one word per 3 seconds.

- Include only decodable words.

- Only introduce a few sight words.

- Directly teach sight words prior with opportunities to practice.

- Include repeated opportunities to read.

- Build connections.

- Reduce the time for sight reading words.

Irregular Word

An irregular word cannot be decoded because either:

(a) the sounds of the letters are unique to that word or a few words,

OR

(b) the student has not yet learned the letter-sound correspondences in the word.

(Kame'enui et al., 2001)

Assignment Handout

Assisting with Phonics and Phonemic Awareness in the Classroom
Assignment: Personal Reflective Response

Please review the activities completed in Module B, **How Is Your Phonological Awareness?** hand-out **(H4).**

Choose two of the activities to complete with students as the assignment. You may complete the activities with a single (1) student or with a group of students. If you do not have access to students for whom these activities would be appropriate, arrangements will need to be made, and you will have to discuss this with your instructor. You may choose to complete the activities with children whom you know outside of the school environment, for example.
- The assignment does not have to be handwritten, and you are encouraged to use the computer. Remember, "spell check is your friend"
- After completing the activities with students, complete the following assignment worksheet.

Grading
       Grading is recorded and based upon a total of **250** possible points in the following areas:

    1. **Spelling and Punctuation:**
       A total of 50 points is possible for spelling and punctuation. You are encouraged to use a word processing program to type your responses so that you have access to spell check and other helpful word processing tools.

    2. **Thoughtful Reflective Responses:**
       Your answers should reflect that you spent time thinking about the content of your answer. Also, make sure your response reflects your ability to comprehend and relate your comprehension of the materials covered with the information gathered during the activities. Use the provided sample as a guide for the quality of responses your instructor will be looking for. There are **200** possible points for this portion of the assignment.

Assignment
       Write **one** personal reflective response regarding the **two** activities that you chose for this assignment.

       Note: Reflection should take time. For example, after completing responses 1 and 2, give yourself some reflective thinking time before responding to the next question. You are pro-vided a sample reflection from another Academy that might be helpful to you.

The assignment must include:

    1. The nature of the activities (what students are supposed to learn as a result of participat-ing in these activities). (20 points possible)

    2. Your procedure (preparation and delivery). (20 points possible)

    3. How the activities impacted students' learning. (20 points possible)

4. What contributed to the success of these activities. (30 points possible)

5. What difficulties were encountered, if any. (20 points)

6. What changes/modifications you might look for in the future (changes/modifications you might use with another student). (20 points possible)

7. What impact these activities had on your learning. (30 points possible)

8. Your personal ideas, thoughts, feelings, and considerations about these activities. Did these activities encourage greater learning or thinking in areas not necessarily represented in the activities? (40 points possible)

Sample Personal Reflective Response

Academy: Instructional Strategies
The name of the activity/lesson that I chose is "Levels of Support" from Module A, Goal 3.

Rationale for Choosing This Activity:
I chose this activity because I noticed when taking the Academy that I had never thought about how to fade the levels of support that I had given to students. I thought that when I was assigned to a student that I was expected to help that student do the activity and complete the lesson. I had never thought about the true goal of teaching the student, that the goal was for the student to become independent with the skill.

1. *Nature of the Activity:*
   I chose an activity that I have been doing with a student all year. I have been helping that student get off the bus and get to his classroom every day. I have set up a plan with the teacher to fade my assistance until the student is able to do this independently.

2. *Procedure:*
   First I spoke with my supervising (mentor) teacher about what to do for an activity about levels of support. She looked through the material and suggested I look at something with Sonny because he is a new student who had always had a one-to-one paraeducator. We were trying to decrease some of that support because he would be going to middle school next year and we did not think he needed that much support.

   Next I chose an activity that I thought would be important for Sonny to learn before going to middle school. I spoke with my supervising (mentor) teacher about decreasing how much I support Sonny needed getting off the bus and to class. She thought it was a good idea and created a data sheet to record the process. I asked her if I could make the data sheet because I wanted the experience. She said that would be great because it addressed one of the goals on Sonny's IEP, and asked that I show it to her when I was done. We talked about what should be included on the data sheet and what the plan could be if Sonny wasn't able to do this on his own, and how I should explain all of this to Sonny before we started doing it.

I explained to Sonny that he would need to start walking from the bus to class by himself. I told him that I would be in the area to make sure he was safe but that I would not walk right beside him. My plan was to start there and then to fade to less assistance and to finally just shadow him until I saw that he could do it by himself.

I used a spreadsheet on the computer to make the data sheet. I had to make several different ones until I made one that I thought covered all of the things we had talked about. When I showed it to my supervising (mentor) teacher, she said it looked great. I have included a blank copy of it in my portfolio, along with a copy of one with data.

3. **Impact on the Student:**
It took only three weeks for Sonny to become completely independent in getting off the bus and walking to class. At first he looked around for me when the bus stopped, and one time he was late for class because he got distracted at the water fountain. I noticed that he was distracted. At first I thought I should tell him to go to class, but that was not part of the plan the teacher and I had written up. The teacher made him stay after class for five minutes to make up the time he had missed. The best part was that he started walking to class with another student, and it looks like they are becoming friends. Not only did Sonny learn to be more independent, he also made a new friend.

4. **Contributions to Success of This Activity:**
I think several things contributed to the success of this activity. The data sheet helped to keep me on track of what we were expecting from Sonny, and I didn't have to worry about whether I was doing the right thing. Talking with the teacher about what to do if he was late to class before it happened made it easier for me to watch and wait instead of helping. When I made the data sheet, I had to think carefully about all of the steps we would need to take to help Sonny become independent. Having a plan made it so much easier.

5. **Difficulties Encountered:**
One of the biggest problems I had with this activity was making the data sheet. I had used a computer before, but had never made a spreadsheet. It took several tries before I got one that I felt we could use.

6. **Changes/Modifications/Use with Other Students:**
I don't know if I should make any changes in what I did with Sonny, but I have looked at how often I help Theresa at lunch. I think I will talk with the teacher about how I should fade some of the support I give her. She needs a lot more help than Sonny, so I'm not sure where I should start.

7. **Impact on My Learning:**
I learned many things while completing this activity with Sonny. I learned some practical things like how to make a spreadsheet that covered all the parts of the data that we would like to have. I also learned that it is hard to let students make mistakes, but if we don't let them make mistakes and then figure out how to correct those mistakes, they

can't learn to be independent. Probably the most important thing that I have learned is to look at my level of support and to ask myself if that is helping a student learn to be independent, or if I am helping too much. I am constantly analyzing where I can make decisions to fade my support to let kids increase their independence.

8. *Personal Thoughts:*
This activity changed how I look at my job. Instead of helping kids with lessons like math and writing, I look at helping kids become more independent. The teacher and I have a better relationship now and seem like more of a team. I also see how helping Sonny off the bus and to the classroom prevented him from making friendships. I think this activity helped me be a better teacher because I now look at what I do with my students and think about whether they can be more independent and how I can help them to get there.

Final Assessment

_____   _____
(Name)   **(Date)**

Final Assessment
Assisting with Phonemic Awareness and Phonics in the Classroom

Using your notes and handouts from the Assisting with Phonemic Awareness and Phonics in the Classroom Academy, please complete the following assessment.

True of False: *Circle the answer that best reflects the accuracy of the following statements:*

True   **False**   **1.** Alphabetic code refers to the non-phonetically based code used to interpret student writing.

True   **False**   **2.** Second-language learners must understand the alphabetic code before they can begin to learn to read words.

True   **False**   **3.** A "smudge" that has been accidentally placed on a paper next to a word is a random cue that can help the student learn to read a given word.

True   **False**   **4.** Students who cannot understand that words are composed of letters lack alphabetic understanding.

True   **False**   **5.** There are 48 sounds in the English language.

Multiple Choice: *In the space provided, please write the letter that best fits the definition provided.*

6. The relationship between sounds and letters within a language: _____

    a. alphabetic understanding
    b. alphabetic awareness
    c. alphabetic principle
    d. alphabetic code

7. Words that good readers instantly recognize without having to "figure them out": _____

    a. regular words
    b. irregular words
    c. phonemes
    d. sight words

8. Words that are put together into phrases and sentences that have meaning: _____

    a. decodable words
    b. connected text
    c. high frequency words
    d. patterned text

9. The initial consonant(s) sounds of a syllable: _____

    a. onset
    b. rime
    c. pseudo-sound
    d. most common sound

10. The process of changing printed words into spoken words: _____

    a. reading
    b. manipulating phonemes
    c. decoding
    d. phonics

Definitions/Short Answers: *Please write a short answer or definition to the following items:*

11. Define the three (3) components referred to when using the term "core deficit."

If a student has a core deficit, he or she is usually not able to:

1.

2.

3.

12. Describe four (4) critical features of teaching sound-letter correspondence:

1.

2.

3.

4.

13. List three (3) research-based facts regarding systematic and explicit phonics instruction.

Systematic and explicit phonics instruction:

14. In the column labeled "B, Characteristics," please place the matching number of the definition from the column labeled "A, Students who lack alphabetic understanding."

A. Students who lack alphabetic understanding:	B. Characteristics
1. Cannot understand that words are composed of letters	_____ • have weak phonemic awareness • may leave out sounds when writing words • miss many letters within words • may do well on spelling tests but not for unrehearsed writing
2. Cannot associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound	_____ • are logographic readers • appear to read words not taught previously in class • can read words found in the environment but cannot read the same word found in a list
3. Cannot identify a word based on a sequence of letter-sound correspondences	_____ • guess at words based on context • have not mastered correct sound-symbol relationships • read highly predictable materials but cannot read the same words out of original context
4. Cannot blend letter-sound correspondences to identify decodable words	_____ • primarily use sight reading as their reading strategy • do not have a decoding strategy for new words • benefit from assistance in sounding out words but do not carry over the strategy for personal use • may not even understand that "nonsense" words are nonsense
5. Cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound	_____ • can segment and isolate sounds but do so slowly and do not seem to remember initial sounds when they reach the ending sounds • after slowly isolating sounds, they cannot blend them back together • can use the skill of segmenting and isolating sounds with words that have been rehearsed many times but cannot use the same skill with new or unfamiliar words
6. Cannot read pseudowords	_____ • can identify beginning sound but not next sounds • hearing a word that has been clearly "sounded out," they cannot identify which written word the sounds correspond to
7. Cannot use knowledge of letter-sound correspondences to spell words	_____ • do not recognize patterns or families of sounds and carry over the knowledge of the pattern to new words with the same pattern, such as *take, make, sake, fake,* etc. • sound out every word they don't immediately recognize without using familiar patterns or families within the word • do not easily notice that words with the same pattern often rhyme

Grading Rubric

Grade Sheet

Grading Rubric for Assisting with Phonemic Awareness and Phonics in the Classroom Academy

This rubric includes recommendations for grading:
1. Participation
2. Attendance
3. Assessment
4. Assignment
5. Final grade for Academy

Grades are based upon a range of possible points earned:

Participation	Attendance	Assessment	Assignment	Total points possible
0-75	0-75	0-100	0-250	0-500

A	B	C	D	Failing
500-450	449-400	399-350	349-300	299 and below

Participation: Attendees can earn up to **75** points for class participation. Consider the level of participation that occurs within smaller group settings as well as in larger group opportunities.

Attendance: Attendees can earn up to **75** points for full attendance. Refer to class syllabus for information regarding absences.

Assignment: Personal Reflective Response
Grading is recorded and based upon an individual total of **250** possible assigned points. Assign the following point value per answer when grading:

1. **Spelling and Punctuation:**
   There are a total of **50** possible points for spelling and punctuation. Paraeducators are encouraged to use a word processing program to type your responses so that they have access to spell check and other helpful word processing tools.

2. **Thoughtful Reflective Responses:**
   This means that answers should reflect that the paraeducator spent time thinking about the content of their answer. You will also grade regarding the paraeducators ability to comprehend and then relate their comprehension to the information gathered during the activities. Refer to the provided example of a well written reflective response if needed for grading purposes. The **200** possible points for this portion of the assignment are broken down as follows:

   1. The nature of the activities (what students are supposed to learn as a result of participating in these activities). (20 points possible)

2. Your procedure (preparation and delivery). (20 points possible)

3. How the activities impacted students' learning. (20 points possible)

4. What contributed to the success of these activities. (30 points possible)

5. What difficulties were encountered, if any. (20 points)

6. What changes/modifications you might look for in the future (changes/modifications you might use with another student). (20 points possible)

7. What impact these activities had on your learning. (30 points possible)

8. Your personal ideas, thoughts, feelings, and considerations about these activities. Did these activities encourage greater learning or thinking in areas not necessarily represented in the activities? (40 points possible)

See **Assisting with Phonemic Awareness and Phonics in the Classroom Assignment** handout **(AH)** for the Sample Personal Reflective Response.

Student:	Participation	Attendance	Assessment	Assignment	Grand Total	Assigned Grade
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						

Student:	Participation	Attendance	Assessment	Assignment	Grand Total	Assigned Grade
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						

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